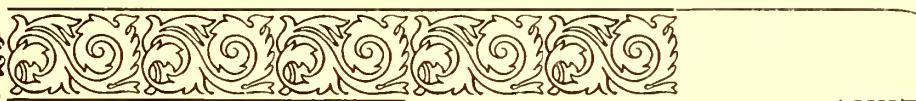
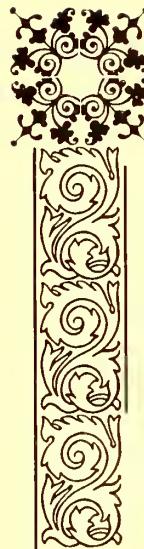


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INDEX.
• 1896.

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ILLINOIS COLLECTION

R. E. Stevenson
Bloomington
Ill.



EDITOR IN CHIEF

Albert C. Cohagan

BUSINESS MANAGER

Edward W. Quick

ASSISTANTS

Lucy Clanan
Herschel E. Kanaga
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THE INDEX

Class Annual '96

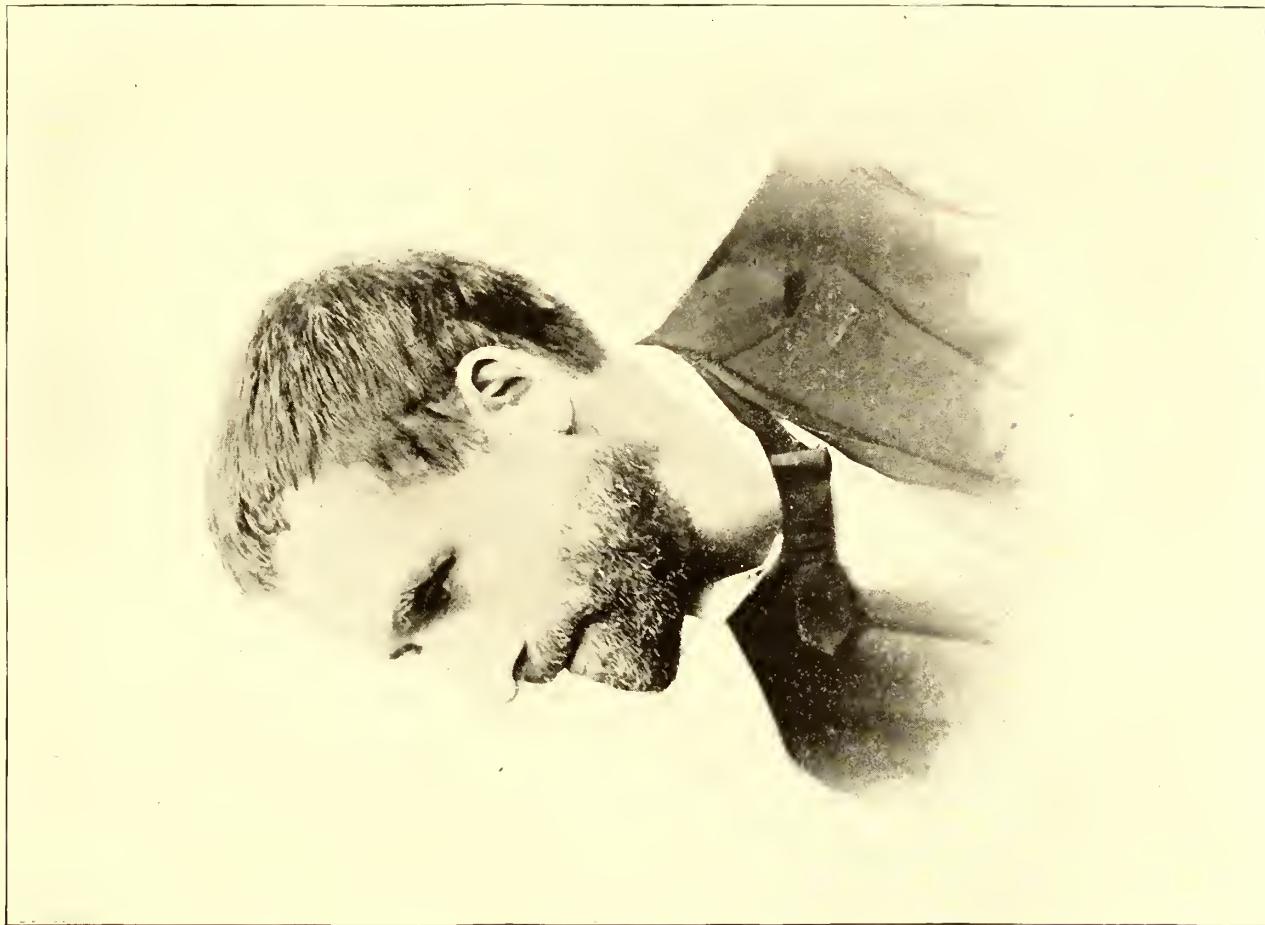
1896

Volume V.

ILLINOIS STATE
NORMAL UNIVERSITY
Normal, Ill.

To The
Hon. John P. Altgeld, Governor of Illinois,
A Friend of Education,
We,
The Class of '96,
Dedicate This Book.

*Pantagraph Printing and Stationery Co.
Printers and Binders
Bloomington, Ill.*



Governor John P. Allard.

....Yell....

Rah! Rah!! Boom!!!

Rah! Rah!! Ray!!!

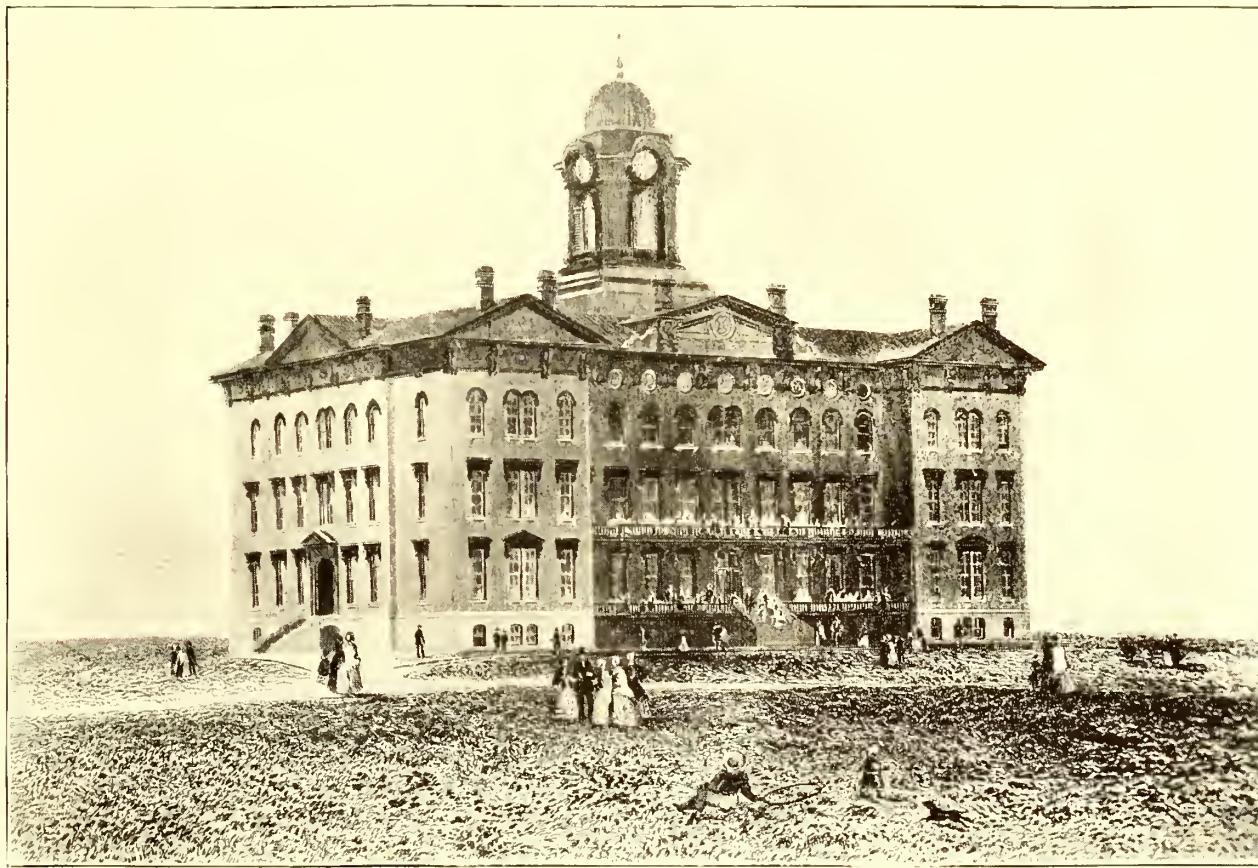
Rah! Rah!! Boom!!!

Section A!

Ray! Ray!! Ray!!!

COLORS:

Turquoise and Silver



The University in 1860.

❖❖Greeting❖❖

Loyal students of the I.S.N.U., the INDEX of '96 is before you.

"Stiff etiquette is our aversion,
It casts a gloom o'er all diversion."

As you turn the pages, one by one, reading between the lines, as the sketches grow larger in meaning under your close scrutiny, may you be impressed anew with the dignity and growth of our Alma Mater.

Criticism, we expect. We would that you could feel and know the kindly spirit that has prompted the authors in all their work. The hits are only gentle hints, when the garment fits, we pray you, put it on and then try to outgrow it.

Finally, with best wishes to one and all, we make our humble bow. To the "Class of '96" when "in the world's broad field of battle" may the INDEX, be like Fitz-James' blade, at once your sword and shield in the contest you make for fame and fortune.

THE EDITORS.

The Index



Business Manager.
EDWARD W. QUICK

Editor in Chief.
ALBERT C. COHAGAN.



Assistants,
LUCY CLANAHAN.
FRANK S. BOGARDUS.
HERSCHEL E. KANAGA.

❖❖Ode to '96.❖❖

•••

'96, we here have gathered
 All the laurels of thy fame;
Unto thee is all the honor,
 We have added but the frame.

At thy feet we cast our offerings
 And with reverence bend the knee,
While we ask our Alma Mater
 For her blessings unto thee.

Back across the gathered harvest,
 O'er the fruitful fields of time.
Come the echoes of thy glories,
 In an oft recurring rhyme.

We have garnered well the harvest,
 As our after life may prove,
And the storehouse of our learning
 Will be strengthened by thy love.

We have labored well and nobly,
 True and faithful to our trust;
And thy banner ne'er was lowered,
 To be trailed within the dust.

Now we leave these halls of learning
 Blindly in the future mix;
But these stones shall ever echo
 To the name of '96.

Still our hearts shall ever answer,
 To the echo strong and clear;
While its memories oft will gather,
 In the crystal of a tear.



Main Building.

Board of Education of the State of Illinois

HON. WILLIAM H. GREEN, Cairo,
President.

HON. S. M. INGLIS,
Ex-Officio Member and Secretary.

ENOCH A. GASTMAN, Decatur,

HON. MATHEW P. BRADY, Chicago,

HON. EDWARD DOOCHEY, Pittsfield,

WM. H. FITZGERALD, Chicago,

MRS. ELLA F. YOUNG, Chicago,

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PELEG R. WALKER, Rockford,

HON. E. R. E. KIMBROUGH, Danville,

CHARLES L. PARKER, Chicago,

JACOB L. BAILEY, Macomb,

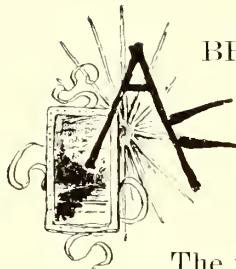
M. E. PLAIN, Aurora,

CHARLES L. CAPEN, Bloomington,

CHARLES S. THORNTON, Chicago,

FRANK D. MARQUIS, Bloomington,
Treasurer.

History of the I. S. N. U.



BRIEF history of an institution whose power for good has reached every state in the Union should be of interest to every one in any way connected with it. Hoping that those who may chance to read this may have their interest in a noble institution enhanced, we think it fitting to prepare a brief statement of facts concerning the past life of the Illinois State Normal University.

The teachers of the state in the early "fifties" began agitating the question of a State Normal School, but it was not until 1857 that the state legislature became interested in the movement.

In February, 1857, the legislature passed, and Gov. Bissell approved "An act for the establishment and maintenance of a Normal University." There were two reasons why the school was called a university. It received the income of a fund that was set apart for a "University;" and it was also thought that other departments would be added to the normal, thus constituting a real university.

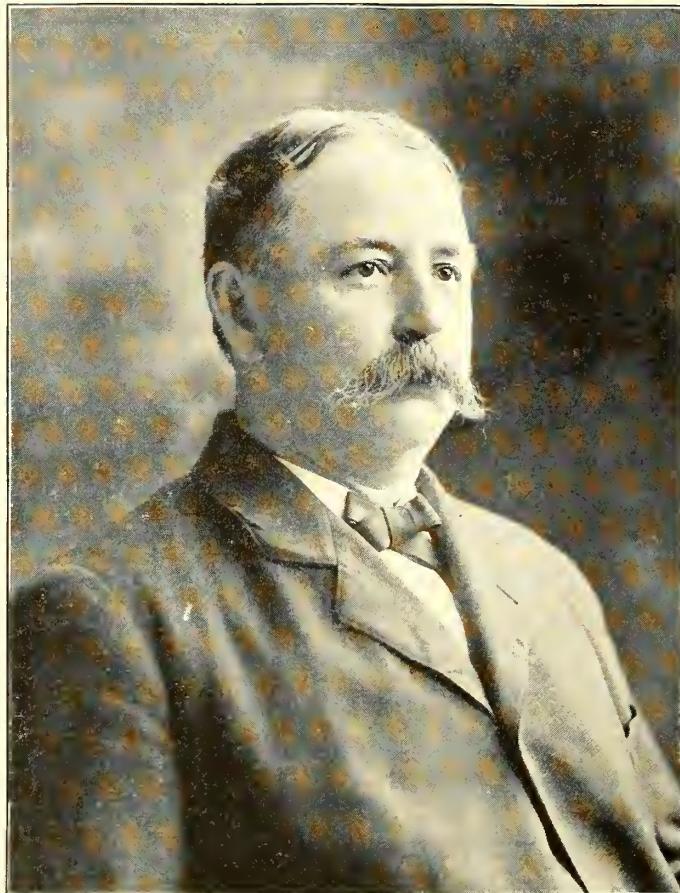
The act provided for a board of education to which was given power to locate the Normal University at a place, not objectionable, where the people would make the largest gifts. May 7, 1857, the Board met at Peoria to receive bids and decide upon the location. There were several competitors, but the principle ones were Peoria and Bloomington. The buildings were to be erected from funds donated. McLean county gave \$70,000 in

“swamp lands;” and citizens gave about as much more, thus making Bloomington’s offer exceed that of Peoria’s about \$90,000.

The corner-stone of the building was laid September 29, 1857, with appropriate ceremonies, presided over by the late Hon. A. J. Merriman. What is now the beautiful campus, was then a corn field, with neither tree nor shrub. In this book we present a cut of the university and grounds as they appeared in 1860. The “hard times” of 1857 caused work upon the building to be suspended for about eighteen months, so that it was not entirely completed until 1861.

The actual work of the school began on the 5th of October, 1857, in Major’s Hall in Bloomington. Here Charles E. Hovey, principal, and Ira Moore, assistant, with twenty-nine pupils in attendance, began the first work in the Illinois State Normal University. At the close of the third year the first class, consisting of six young men and four young women, had their graduating exercises in the assembly room of the present building. Supt. Gastman, of Decatur, gave the first commencement speech. In three years time the school had outgrown its temporary quarters, and as the new building was completed sufficiently to be occupied, the whole school was removed to its present quarters in September, 1860.

The civil war, beginning 1861, drew from the university Mr. Hovey, the principal, all of the instructors but two, together with most of the young men. Perkins Bass was made temporary principal, and began the fall term with about eighty students, nearly all ladies. In June, 1862, Dr. Richard Edwards was made principal, and held the office until 1876, when he resigned. The Board of Education in 1866 voted to change the title of the head of the school from principal to president. Dr. Richard Edwards was succeeded by Dr. Edwin C. Hewett, who had been an instructor in the school since 1858. After fourteen and one-half years of judicious management, Dr. Hewett resigned and was succeeded in June, 1890, by President John W. Cook.



John W. Cook, President.

Lack of space compels us to speak briefly and only in a general way about the various changes that have been made during the past years. The first noteworthy change in the Normal was the removing of the old desks and replacing them with new ones.

In 1889 the steam boilers were removed from the basement and placed in the "Engine House" which had been constructed for that purpose.

For a number of years a need of more room was greatly felt. The attendance had been so large that the old building was more than crowded. Model school classes were taught in gloomy rooms of the basement, in corners, under stairways—anywhere. Through the energetic efforts of President Cook and others, the legislature of 1891 appropriated \$18,000 for a training school building. This was begun in the fall of 1891, and completed for occupancy at the beginning of the spring term following.

During the summer of 1892 the old building underwent a siege of much needed repair, and during the fall term the kerosene lamps were replaced by electric lights.

The library first occupied the narrow hall west of the assembly room; each society had a library in its own hall; later all the books were shelved in a single room on the first floor, but now two large, commodious, well lighted rooms are set apart for library purposes. By reference to another article in this book (page —) it will be seen that there is in process of erection a beautiful building which shall contain the library, the museum, and the gymnasium.

During the summer and fall of 1895 the heating system of the main building was changed at an expense of \$7,000. The creaking steam pipes were removed and the building is now heated by the Studyvant Fan system.

The popularity of the school is evidenced by the steady increase in attendance, the last annual enrollment being 1,372 different students. The high school department, which afforded an excellent opportunity to prepare for college was discontinued in June, 1894.

This was done in order to make the Normal a more thoroughly professional school. On the discontinuance of the high school, the work heretofore done in that department became a part of the regular four years course in the normal department.

In recent years many definite changes have been made in the work of the school. The two most important are the increase of professional work and the introduction of science work into the model department. The Normal University is now recognized as the leading professional school for teachers in the United States.

Additions have been made to the faculty as necessity demanded until now the corps of instructors numbers twenty.



* * The Faculty * *

John W. Cook, A.M., LL.D., President,
Professor of Mental Science and Didactics.

Henry McCormick, Ph.D., Vice President,
Professor of History and Geography.

Buel P. Colton, A.M.,
Professor of Natural Sciences.

David Felmley, A.B.,
Professor of Mathematics.

***Charles A. McMurry, Ph.D.,**
Principal Practice Department.

C. C. Van Liew, Ph.D.,
Professor of Reading and Assistant in Didactics.

J. Rose Colby, Ph.D.,
Preceptress and Professor of Literature.

Mary Hartmann, A.M.,
Assistant in Mathematics.

Clarissa E. Ela,
Instructor in Drawing.

Eva Wilkins,
Assistant in History and Geography.

*Resigned.

Amelia F. Lucas,
Assistant in Reading and Teacher of Gymnastics.

Joseph G. Brown,
Assistant in Natural Sciences.

Kate Mavity,
Assistant Training Teacher, Grammar Grades.

Elizabeth Mavity,
Instructor in English Grammar.

Lida B. McMurry,
Assistant Training Teacher, Primary Grades.

Maud Valentine,
Assistant Training Teacher, Intermediate Grades.

John A. Keith,
Principal of Grammar School.

O. L. Manchester, A.M.,
Instructor in the Languages.

Mary R. Potter, A. B.
Assistant Instructor in the Languages.

Elmer W. Cavins,
Instructor in Penmanship.

Ange V. Milner,
Librarian.

The Practice School.



John A. Keath.

When Archimedes first comprehended the principle and possibilities of the lever, he asked that only two conditions be granted—a lever long enough, and a place to stand—in order that he might move the world. It is but natural that in the minds of normal school pupils there should arise a somewhat peculiar form, or state of consciousness, in which the emotional phase predominates—a feeling that *they* can really and ideally teach a fellow mortal who has less knowledge than *they*. This feeling is supposed to arise from self-activity, pure and simple; the self making the actual self to be the ideal self. Nevertheless, the pedagogical work is kept up from the first term, in order that the influence of mental suggestions may prevail in those cases in which self-activity seems somewhat inclined to defer indefinitely its *debut*. Now, after a certain list of studies has been completed, this ability to teach consciousness is supposedly ready to realize itself. Two conditions are requisite to this realization—something to teach; someone to teach. On the other hand, the teachers who have charge of the developing normal school *egos*, feel that their pupils should be allowed an opportunity to realize their ability to teach

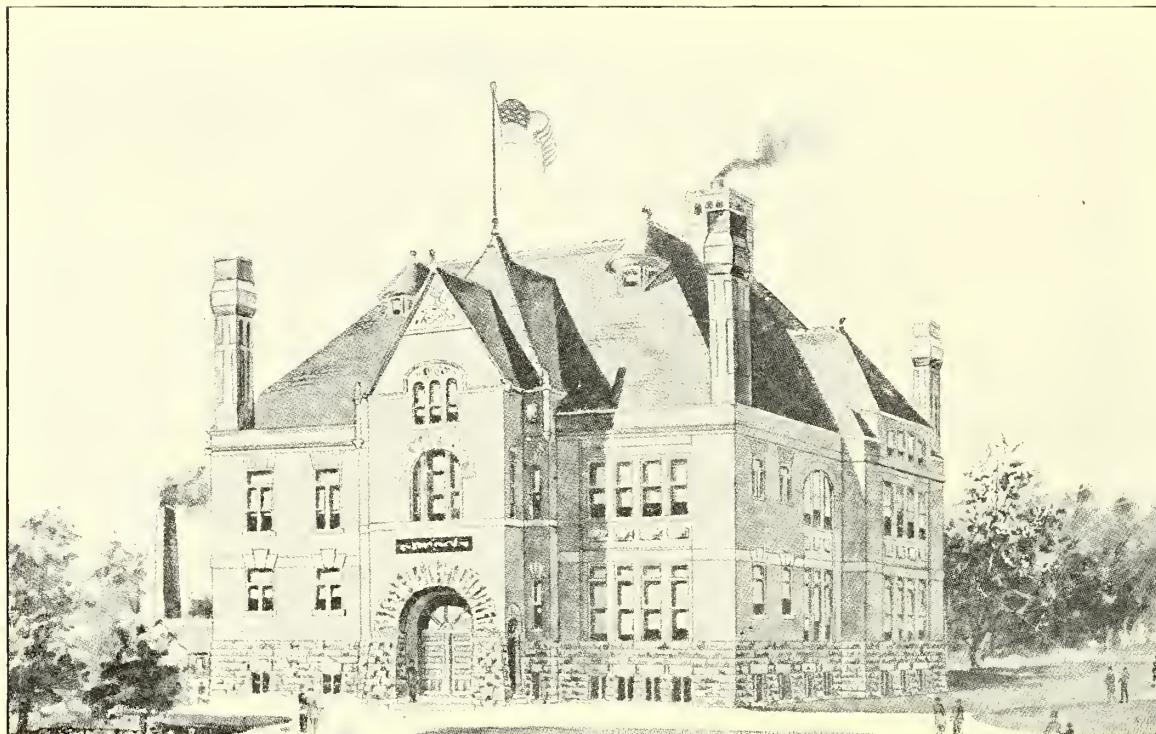
consciousnesses, by a series of volitional acts upon the consciousnesses of pupils. Hence the necessity for a Practice School. These normal school *egos* should have aid, sympathy, guidance, and criticism. Hence, the necessity for critic teachers. The pupils to be taught, must be on hand and ready to receive the instructions. Hence, the necessity for room teachers. The normal school *egos*, when energizing in the Practice School, are known as pupil-teachers, because they are supposed to learn while they are teaching.

The foregoing may be called the "Philosophy of the Practice School." Some such philosophical analysis has long been needed.

The Practice School has, therefore, the primary, intermediate, and grammar school departments. There are two primary and intermediate rooms, each room under the supervision of a room-teacher. There is a training teacher, who is in charge of the entire school, and three critic teachers, who supervise the teaching work in the several departments. The teaching work is done by pupil-teachers. Each department has a critique lesson, given by some pupil-teacher, before the other teachers of that department, and a teachers' meeting, at which the critique lesson is discussed. These exercises occur each week. This plan proved very helpful.

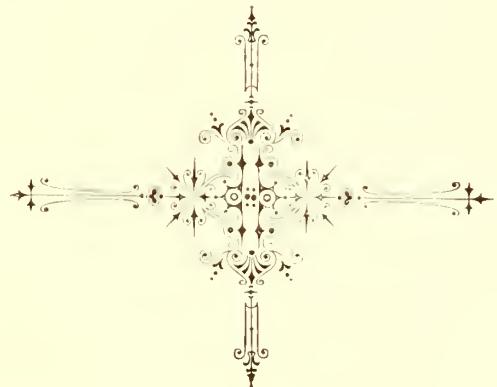
The work of the Practice School includes the usual subjects in the grades below the high school. Much has been accomplished during the last few years, in the way of grading and unifying the work. This school has at its head, Dr. C. A. McMurray, one of the leading Herbartians of this country. It, therefore, stands as a school in which an effort is made to realize the Herbartian ideal by Herbartian methods.

To those who are in charge, this school is more than merely a Practice School for pupil-teachers. They strive to make it a good school, and, if pupil-teachers fail, the classes are taken from them. The fact that the attendance constantly increases, although there is tuition in all grades above the primary, shows that the school is growing in efficiency and popularity.

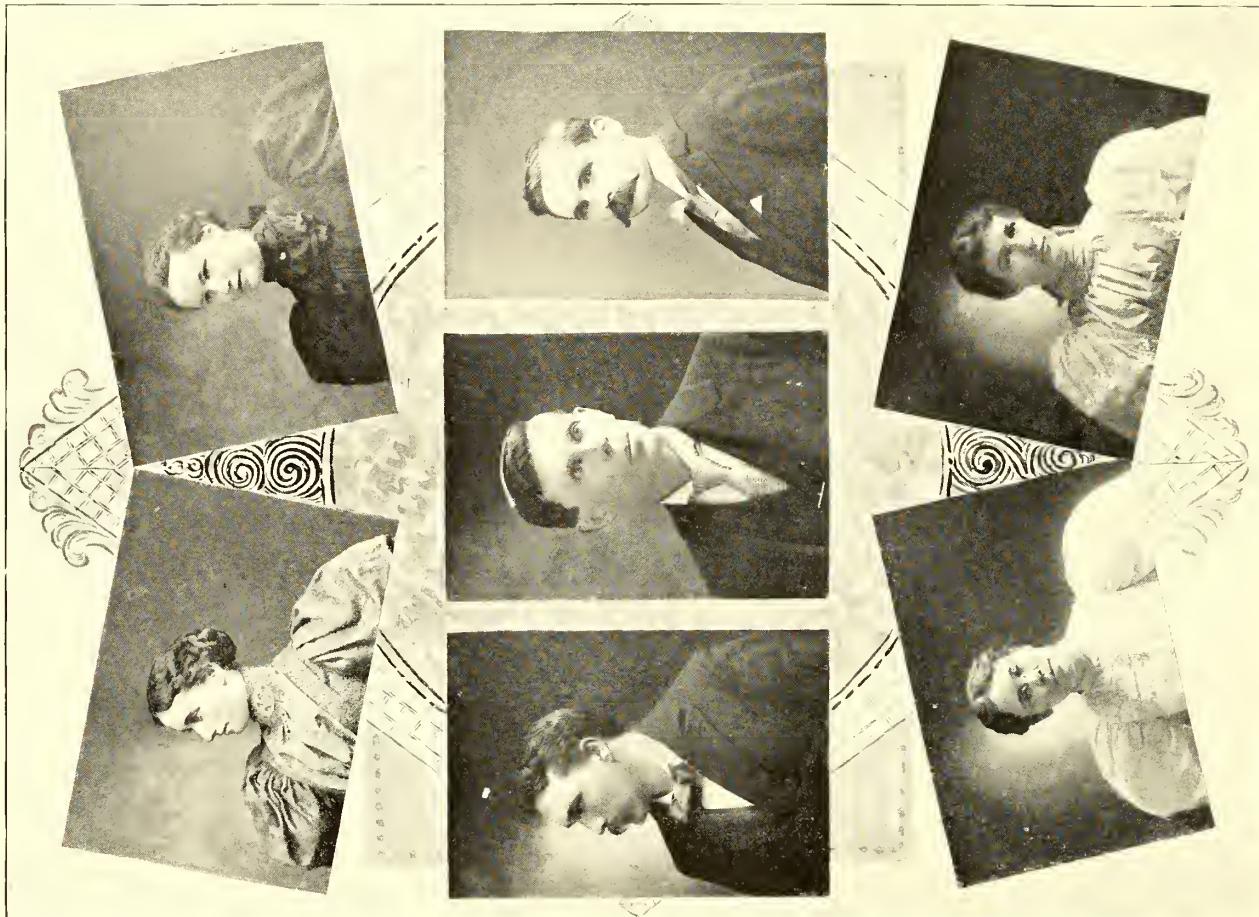


Training School.

This school is an exponent of a worthy ideal—a success—and has a bright future. Training Teacher, Dr. C. A. McMurry; Critic Teachers, Mrs. Lydia B. McMurry, Miss Maude Valentine, Miss Kate C. Mavity; Principal of Grammar Room, Mr. John A. Keith; Room Teachers, Miss Cora Chisholm, Miss Nellie Phillips, Mr. C. M. Echols, Mr. E. A. Thornhill.



Commencement Speakers.





Class Roll.

OFFICERS.

MYRTLE CLANAHAN,	-	-	-	-	-	Queen.
ALBERT C. COHAGAN,	-	-	-	-	-	Prime Minister.
FLORA E. CAMPBELL,	-	-	-	-	-	Royal Scribe.
LILLIAN CHENOWETH,	-	-	-	-	-	Assistant Royal Scribe.
PAUL H. LEHMAN,	-	-	-	-	-	Chancellor of the Exchequer.
FLORENCE HOBART,				-	-	Assistant Chancellor of the Exchequer.



¹ ANNA BELLE ARBOGAST, Normal.
² SADIE EMMA ARBOGAST, Normal.
³ ROSE BLAND, Shelbyville.
⁴ JESSIE JANE BULLOCK, Eureka.
⁵ FLORA E. CAMPBELL, Camp Point.
⁶ MRS. CARRIE MARIA CARPENTER, Henry.
⁷ LILLIAN CHENOWETH, Osman.
⁸ EVA M. CHISHOLM, Farmer City.
⁹ LUCY M. CLANAHAN, Golconda.
¹⁰ MYRTLE CLANAHAN, Golconda.
¹¹ RUAH COEN, Normal.
¹² DAISIE DELLE DICKEY, Kewanee.
¹³ ALICE IRENE ELDRED, Gardner.
¹⁴ JESSIE A. GRAINEY, Edwarsville.
¹⁵ EMMA F. HARPSTRITE, Decatur.
¹⁶ ELLA M. HARRIS, Moline.
¹⁷ JESSIE M. HIMES, Normal.
¹⁸ MARY FLORENCE HOBART, Gilman.
¹⁹ LAURA HELEN HOLLY, Peru.
²⁰ CHARLOTTE KATES, Bloomington.
²¹ ADA A. KUHNS, Bloomington.
²² MARIE E. MOULTON, Yorkville.
²³ ANNA C. NIXON, Marissa.
²⁴ PEARL M. PERRY, Cornell.
²⁵ IVA MAY QUIGG, Minier.
²⁶ LILA BELLE REID, Arrowsmith.
²⁷ ADAH MYRTLE RUHL, Clinton.
²⁸ MARY E. SABIN, Wilmington.
²⁹ ELIZABETH SCHAEFFER, Normal.
³⁰ MARY M. STEAGALL, Golconda.
³¹ RUBY L. TRAVER, Wheaten.



³² JESSE BLACK, Green Valley.
³³ FRANK S. BOGARDUS, Springfield.
³⁵ ELZY CARTWRIGHT CAVINS, Mattoon. ³⁶ ALBERT C. COHAGAN, Lexington.
³⁷ ALAN D. COWAN, Easton.
³⁸ HARRY BERT FOX, Peru. ³⁹ LEWIS THERON GALLAHER, Mt. Palatine.
⁴⁰ THOMAS H. GREAVES, Moweaqua.
⁴¹ HERSCHEL EDWARD KANAGA, Taylorville. ⁴² WILLIAM ERNEST KNOTT, Normal.
⁴³ CHARLES THOMAS LAW, Rosemond.
⁴⁴ PAUL HARRIS LEHMAN, Payson. ⁴⁵ WILLIAM H. MEIER, Bluffs.
⁴⁶ OTTO S. MEYER, Kirkland.
⁴⁷ JAMES O'NEIL, Bloomington. ⁴⁸ JOHN T. PAGE, Girard.
⁴⁹ JOSEPH L. PAGE, Girard.
⁵⁰ RALPH P. PEAIRS, Normal. ⁵¹ NELSON D. PIKE, St. Jacob.
⁵² HARRY B. PRICE, Oconee.
⁵³ CHARLES A. PRICER, Potomac. ⁵⁴ EDWARD W. QUICK, Cordova.
⁵⁵ PHILIP H. SHAUB, Marine.
⁵⁶ JOHN A. STRONG, Roseville. ⁵⁷ ERNEST A. THORNHILL, Taylorville.
⁵⁸ WILLIAM J. WHETSEL, Secor.
⁵⁹ ROBERT E. WORLEY, El Paso. ⁶⁰ EDWARD P. PRINCE, Bloomington.



Sketches of Members of Class of '96.

Anna and Sadie Arbogast.

It is only this year that the Misses Arbogast have really acted upon their motto, found elsewhere: "Let us go hand in hand—not one before the other." Miss Arbogast was born in McLean county in 1873, her sister following her three years later. Their early education was received in and near Saybrook, Ill. Miss Sadie graduated from the Normal public school in 1893. Miss Ar-

bogast entered the Illinois State Normal in 1891 and her sister followed her in the fall of 1893. Since entering our school Miss Arbogast has taught five months near Saybrook, Ill., returning in the fall of '95 to graduate with her sister in the class of '96. They went hand in hand in society, both being Wrightonians.

Rose Bland.

Rose Bland was born at Hopedale, September 4, 1877. Her father, who was a Methodist minister, died in her infancy. Her early education was received in a district school of Shelby county and in the public schools of Shelbyville. She graduated from the Shelbyville high school in 1894, entered this school the following fall, and will

complete the two-years course in June. Miss Bland leaves a good record both in her school work and in the literary societies. She is an earnest, enthusiastic worker in the Philadelphian and Sapphonian societies, and is at present secretary of the latter.

Jessie J. Bullock.

August 8, 1873, in Woodford county, Miss Jessie J. Bullock was born. Her parents lived on a farm and her early education was received in the dis-

trict school. She entered this school in the spring of '92, and leaves behind her here an exceptional record. She graduated in 1895, in the

last class sent out by the high school, as one of the speakers of the class. This year she completes the normal course in the class of '96. Since entering school she has taught in the Lacon and

Cornell schools. She represented the Wrightonians as their essayist in the fall contest of '94. She is one of the workers on the social science committee of the Sapphonian society.

Flora E. Campbell.

Flora E. Campbell was born in Camp Point, Illinois, in 1877. Her early education was received in the ward and high schools of that city. She entered this school in the fall of 1893, from Bloomington where she now lives, and she will graduate from the three-years course in the class of 1896. She is one of our number who has never taught but like Portia

"Unschool'd, unpracticed:
Happy in this she is not yet so old
But she may learn; and happier than this,
She is not bred so dull but that she can learn."

She has been vice-president of the Wrightonian Society and is now royal scribe of Section A of '96.

Mrs. Carrie M. Carpenter.

Mrs. Carrie M. Carpenter was born in Clayton County, Iowa, in 1863. She lived on a farm and received her early education in the district schools. She taught eight years in Iowa and Illinois, before entering this school in the fall of 1893. She is a

Philadelphian and a Sapphonian. Her long experience as a teacher and the steadfastness and thoroughness of her work here have made her a student of whom our section may justly be proud.

Lillian Chenoweth.

Lillian Chenoweth was born near Lincoln, Illinois. Her home being on a farm she had the superior advantages of the district school as found in Champaign county.

She entered this school in the winter term of 1892, but was out of school one year teaching at

Cisco, Illinois. She is a loyal and active member of the (W)right society.

Miss Chenoweth is secretary of the Vidette Board, but of vastly more importance is her office of Assistant Royal Scribe of Section A.

She had charge of the first primary in 1894.

The Index.

Eva M. Chisholm.

Eva M. Chisholm was born in Farmer City, May 14, 1872. Her father is a merchant. She graduated from the high school of her city in 1889, and entered this school in the fall of that year. Since then she has taught in the primary department of her home school, returning to this

institution in September of 1894, to graduate with the class of '96. She has been successively principal of the second and first primary departments in our Training School. She has also been president of the Wrightonian Society.

Myrtle and Lucy Clanahan.

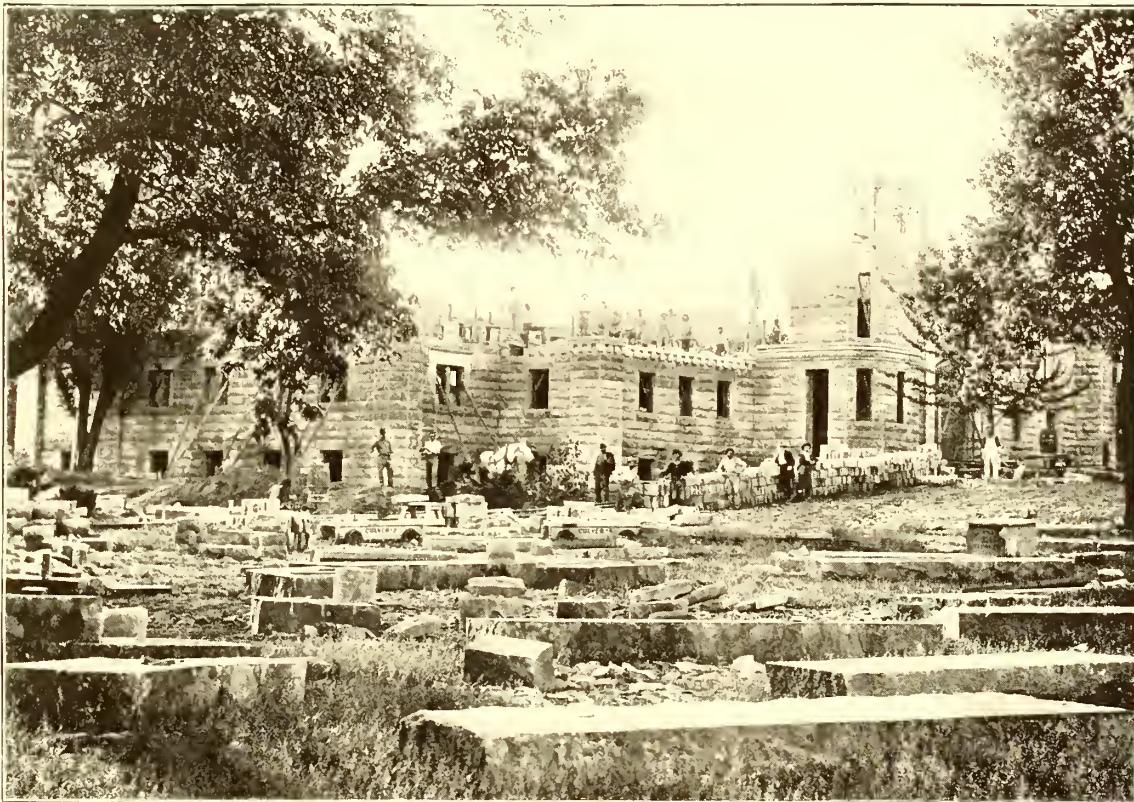
Myrtle and Lucy Clanahan are not twins, as you at first supposed. Miss Lucy was born in Pope county, in 1876, having then a sister, Myrtle, three years old. They have always lived in Golconda, where their father is the circuit clerk. Miss Myrtle graduated from the public schools of that town in 1891, her sister following her the next year. The two entered the Illinois State Normal University in the fall of 1893, and since then have spent their winters studying in Normal, and their summers fishing in the Ohio River. Miss Myrtle has been vice-president of the Wrightonian Society, and has served on various committees. She won the instrumental music for the lower sections,

and lost it for Section C, the winter terms of '94 and '95. Her head, too, lies uneasy, as she is the uncrowned queen of Section A, of '96. Both girls are members of the Vidette Board, and Miss Lucy has been a member of the Lecture Board for two years. Miss Lucy won the instrumental music for the Phil. girls, winter term of '94; the recitation for Section C, winter term of '95; and the essay for the Phils. in the fall of '95. She is one of our commencement speakers, but the offices she felt most proud and honored to fill, were those of assistant secretary and chorister of the Philadelphian Society.

Ruah Coen.

Ruah Coen was born in Woodford county, January 30, 1876. She received her early education at Washburn, Ill. All Normal students are well acquainted with the book store kept by her

father. She entered the Grammar school in the fall of '89, and graduated from the high school in '95. She is one of Wrightonia's favorite pianists. This spring she completes the normal course.



As Gymnasium appeared May 22, '96.

The Index.

Daisie Delle Dickie.

Daisie Delle Dickey was born in Kewanee, Ill., March 24, 1877. Her father kept a hardware store. In the public schools of this place she received her education prior to her attendance at the I.S.N.U., which she entered by examina-

tion and became a member of Section F. During her second year her parents moved to Chicago, where they now reside. She is a member of the Wrightonian and Sapphonian Societies, and is an enthusiastic wheelwoman.

Alice Irene Eldred.

Alice Eldred is the daughter of a dry goods merchant in Gardner, Ill. She was born July 18, 1878. She entered this school in 1891, and will be one of the representatives of our deceased high

school in the class of '96. She is a member of the Wrightonian Society, and of the *Vidette* Board. She served her society by tying lemon and lavender ribbons in Wrightonian programs.

Jessie A. Graineney.

Jessie A. Graineney was born in Edwardsville, Ill., in 1874. Her early life was spent on a farm, and her early education was received in the Edwardsville public school. She entered our school in the fall of '92, and will complete her work with

the illustrious class of '96. She has taught six terms in our training school, where she won the hearts of her pupils to a remarkable degree. She is a member of the Sapphonian and Wrightonian Societies.

Emma F. Harpstrite.

November 2, 1874, Emma F. Harpstrite was born in the city of Decatur, Ill. Her education previous to that received in the I.S.N.U. was obtained in the Decatur public schools. She entered this school in the fall of '91, and after fin-

ishing her first year taught for two years in the Decatur school, returning to Normal in '95. She is a member of the Wrightonian Society. Miss Harpstrite has been a general favorite among her class-mates.

Ella Mabel Harris.

In Milwaukee, Wis., December 16, 1874, Ella Mabel Harris was born. Her father's occupation

is that of a metal pipe maker in a pipe organ company. Before she was old enough to attend school

her parents moved to Moline, Ill., and it was here she received her early education. In the fall of '94 she entered this school, taking the two years'

course. At the time of her entrance she was drawn into the Wrightonian Society, and has proved an earnest and helpful member.

Jessie Himes.

Jessie Himes was born in Normal in June, 1869. Learning from her father--a brickmason--the value of a firm foundation, she began at an early age to prepare for the crowning work of her life. To do this she entered the Normal public schools, from which she graduated in 1885, having been so fortunate as to have Mrs. Lida B. McMurry for one of her teachers. She entered our school

in '86. Since entering she has taught at Shirley, Tonica, and Arcola. She returned to Normal in the fall of '95, and has been an earnest Wrightonian, an enthusiastic wheel-woman, and a devoted Sapphonian, of which society she has been president. But her crowning work was the writing of the class poem of '96.

May Florence Hobart.

May Florence Hobart was born in Neoga, Ill., June 1, 1876. As her parents were teachers, she received her early education at various places. She entered this school in the fall of '92, but stayed out the next year to teach at Loda. For the last two years she has been a trusted and an ardent worker in all the school enterprises, as shown by the offices she has filled. She has been treasurer of Sappho, president of Wrightonia;

was delegate of the oratorical board to the Warrensburg contest; was representative of Y.W.C.A. at Geneva in '95; treasurer of Y.W.C.A., and won the oratorical contest in '95. But she will be chiefly remembered as assistant chancellor of the exchequer for Section A of '96 and as the chairman of the dramatic committee of that honorable body.

Laura Helen Holly.

Laura Helen Holly was born in LaSalle county in 1875. Her father is a retired farmer, but that didn't help her tell whether the heavier frost falls on the high or low ground. Her education

was received by private instruction and in the Peru high school, from which she came to the I.S.N.U. in '94 to take the two years' course. She has been an active Philadelphian. For many

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long evenings she manifested the Phil. spirit by helping to seat the enormous crowds of people who swarm to that society. She was also assistant secretary—perhaps more honor and less work.

Charlotte M. Kates.

Charlotte M. Kates was born in Bloomington in 1874. After completing the work in the Bloomington schools she entered the I.S.N.U. for a four years' course, that she might graduate with the

Ada Kuhns.

Ada Kuhns, who has been the recognized musician of the school for the past two years, was born in Bloomington in 1875. Her early education was received in a convent in Bloomington and in the high school of that city, from which she graduated in 1892. She entered the I.S.N.U. in the fall of '92. She has been secretary of Wright-

Marie Moulton.

Marie Moulton spent her early life on a farm near Yorkville, where she attended school. She has had three years of experience in the actual work of teaching, and has done high grade work in our Training School. Her parents now live in

Anna C. Nixon.

Anna C. Nixon entered the Illinois State Normal University in the fall of 1894. She had

Still more honor, much more work, came to her as a member of the dramatic committee of section A of '96.

class of '96. She was a Wrightonian. For the past three years of her course she has been one of the most active workers on our Lecture Board.

onia and helped at another time to take care of the Wright finances. But her greatest service to it was winning the instrumental music in the contest of '94. Only she can play the piano when Mr. McCormick leads the singing at general exercises in No. 12.

Normal, and she has attended the Illinois State Normal University since 1892. She will finish the course in June, 1896. She is a Wrightonian and a Sapphonian, having been president of the latter society.

taught one year before entering. She completes her two-years' course with the class of '96. She



Contestants of the Thirty-Fifth Annual Contest.

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has been an earnest worker in the Philadelphian Society and the Young Woman's Christian Association.

ciation. She has been vice-president and secretary of Philadelphia.

Pearl Myrtle Perry.

In 1875, at Cornell, Ill., Pearl Myrtle Perry was born. She lived on a farm and laid the foundation for her work in Normal in the country school near her home. She entered this school in 1891, and since then has taught in Cornell. She re-

turned in 1894, and is now one of the members of the class of '96. She is one of the workers of the Wrightonian Society, and has been their vice-president.

Iva Mae Quigg.

Iva Mae Quigg is the daughter of a grain merchant and banker, Minier, Ill.. She was born in 1876. After graduating from the Minier High School she entered the Normal High School in 1892. She is one of the faithful lovers of the

glorious old high school, and represents its surviving members as class speaker. She was also an enthusiastic Wrightonian, and proved her devotion by tying lemon and lavender ribbons in the programs.

Lila Belle Reid.

Another reminder of the fact that we used to have a high school here comes in the form of Lila B. Reid. She was born near Arrowsmith, Illinois, in 1875. She entered the high school here

in 1892, bringing with her the education acquired in the country school near her home. It was her good fortune to belong to the Philadelphian Society.

Adah Myrtle Ruhl.

Adah Myrtle Ruhl was born in Topeka, Illinois, May 4, 1879. Being the daughter of a carpenter and wishing to do justice to her father's occupation she has, since the fall of 1892, been faithfully obeying all (Ruhls) and regulations necessary to

mental advancement, until she has, in four years' time, built up a store of knowledge which enables her to graduate as the youngest member of our class. The foundation of this education was laid at Topeka, while the superstructure was begun in

the training school at Normal and completed in the high school. Finishing touches have been

added by her participation in the Philadelphian Society.

Mary Esther Sabin.

Our Wisconsin girl is Mary Esther Sabin who was born in Manitowoc, in 1871. There she received her early education. It would be a wonderful recommendation for the Wisconsin schools could they send us a few more such girls. She came to us in 1892, taught in 1893, and returned in 1894. Sappho and Wrightonia were fortunate in

having her for a member. Although quiet and unassuming, her fine scholarship and true worth won for her the esteem and confidence of all as shown by the fact that by the faculty she was chosen speaker, and by the class valedictorian for the seniors of '96.

Elizabeth T. Schaeffer.

Elizabeth Schaeffer came to us from a farm near Paxton, where she was born in 1875. She went to school in Paxton, and later in the Normal Public High School, after her father moved to Normal. She entered in 1893, and completes the three years' course in the class of '96. She has

been a faithful worker for Philadelphia. She made a velvet coat for the Philadelphian "Prince of Morocco," and she was a prominent person in the "Trial by Jury," with which the Philadelphians charmed a large audience in the spring of 1894.

Mary M. Steagall.

And out of Egypt came up Mary Steagall, to go to school at Normal, in the spring of 1889. She came from Pope county, where her early education had been acquired. Since entering, she has taught in the Shawneetown, Robinson, and Henry schools. She returned in 1894, and is a senior of

the class of '96. She is an earnest and enthusiastic Philadelphian, Sapphonian, Y.W.C.A., and C.E. worker. She has been president of the Y.W.C.A., of Sappho, of the Illinois State Normal Oratorical Association, and vice-president and secretary of the Philadelphian Society.

Ruby L. Traver.

Ruby L. Traver was born Sept. 15, 1872, at Wheaton, Ill. When she was two years old, her parents moved to a farm, and so her early education was received at the village school of Glen Ellyn, near by. When about ten years old, her parents returned to Wheaton, where she entered the public schools, and was graduated in 1890. The

year following, she entered the I.S.N.U. After teaching for three years at Lombard, she returned to Normal. She will finish the three years course in '96. She is a member of the Philadelphian and Sapphonian Societies, and has been president of the latter.

Nelson Davison Pike.

Nelson Davison Pike was born in 1864, at St. Jacobs, Ill. His parents being farmers by occupation, made it necessary that he should receive his early training in the district school. After teaching several years in the rural schools of Madison county he secured the principalship of the public schools at Worden, which position he held for three years. He resigned his position at

Worden to accept a similar position at Godfrey, Ill. After one year's successful work at Godfrey he came to the Normal University, and has been in regular attendance since May, 1894. Mr. Pike was an active member of the Philadelphian and Ciceronian societies, president Philadelphian, winter '95, Philadelphian orator, annual contest '96, won.

Harry Bert Fox.

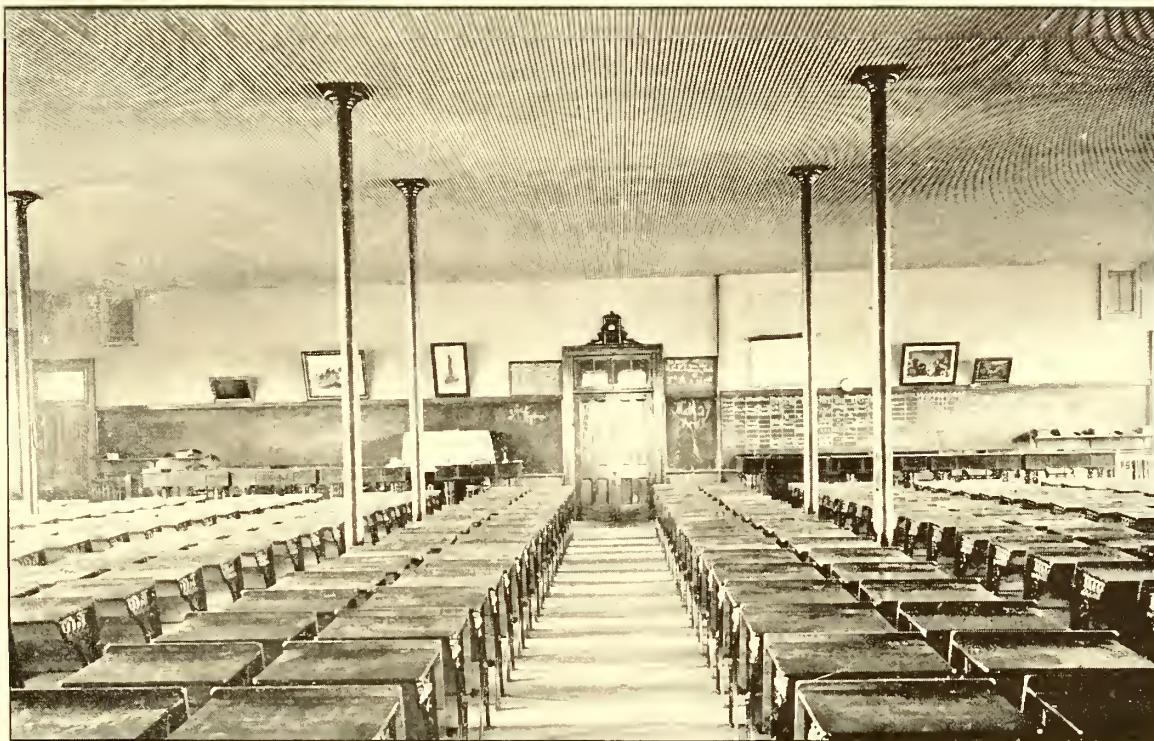
Harry Bert Fox was born in La Salle, Ill., 1871. His parents were farmers by occupation, but he was given the advantages of the public schools in Peru. After spending some time in the Peru schools he attended the Ottawa high school. Mr. Fox taught four years in the schools of La Salle

county before entering the I.S.N.U. in the fall of '93. He was a popular student among his classmates and possessed with the happy faculty of accomplishing much with seemingly little effort. He was a member of the Philadelphian society.

Joseph Lewis Page.

Joseph Lewis Page is a native of Macoupin county, Ill., being born near Girard in 1875. He

acquired a pretty thorough knowledge of farm life from actual experience. After attending the



Normal Assembly Room.

rural schools for several years he supplemented the training received there by a course in the Girard high school. He entered the high school department of the Illinois State Normal Univer-

sity in the fall of '93. Mr. Page was a member of the Wrightonian and Ciceronian societies. President Model Senate, treasurer Ciceronian society, first prize potato race '95.

John Thomas Page.

John Thomas Page was born near Girard, Ill., in 1872. He devoted his early years to the acquirement of knowledge connected with farm life. He had the advantages of the "deestrict skule" in his early education, but later attended the Girard High School. Previous to his becoming a student in the I.S.N.U. in the fall of '91 he had taught school one year. After entering

the Normal, he taught one year at Nilwood. Mr. Page was a loyal Wrightonian and an enthusiastic member of the athletic association, treasurer of Wrightonian Society, president and vice-president of Ciceronian Society, president Athletic Association, '95; member of Board of Control, 96.

Frank S. Bogardus.

Frank S. Bogardus was born in Springfield, Ill., 1874. His parents being teachers by profession, naturally took especial interest in the educational advantages of their son.

Mr. Bogardus, previous to his work in the I.S.N.U., had the advantages of the Springfield city schools and was graduated from the high school in 1893. After teaching one year at Round Prairie he became a student in the I.S.N.U. He

completed the normal course in two years. Mr. Bogardus was popular among his fellow students, and took a leading part in all student enterprises. He was a loyal member of the Philadelphian Society, secretary and treasurer of Inter-state League of Normal Schools, led the debate for Philadelphians in annual contest, '95, inter-section debate, '94; member of Oratorical and Lecture Boards.

Elzy Cartwright Cavins.

Elzy Cartwright Cavins, a native of Coles county, Illinois, was born in 1869. His parents were both reared in Illinois and always lived on a farm. Elzy received his early education at the district school. In January, 1890, he became a student in the Illinois State Normal University. After completing two years work in the I.S.N.U., he taught one year at Etna, Coles county, and

one year at Rosemond, Christian county, Illinois. Mr. Cavins returned to the Normal University September, '95.

He was an active member of the Y.M.C.A. and of the Wrightonian and Ciceronian Societies, president Ciceronian Society, assistant secretary Wrightonian Society.

Thomas Henry Greaves.

Thomas Henry Greaves is an Illinoisan, being born at Moweaqua, 1873. Mr. Greaves' educational advantages were limited to the training received in the rural schools of Shelby county until he entered the Illinois State Normal University in September, 1892. His course in the university was interspersed with two years' successful teaching, one year in Shelby county and one year in Bluffton, Indiana. He returned to the

university the spring of '94. Mr. Greaves was a prominent member of the Ciceronian and Philadelphian Societies. He took an active part in all student enterprises and was an especially active member of the athletic association. President Philadelphian Society, treasurer of Philadelphian Society, secretary and treasurer of the Base-ball Association.

Lewis Theron Gallaher.

Lewis Theron Gallaher was born at Odell, Ill., 1872. Mr. Gallaher, like the majority of the young men who enter the I.S.N.U., spent his boyhood on the farm. After receiving a pretty thorough training in the country school he taught one year in Putnam county, Illinois. He regis-

tered as a student in the I.S.N.U. September, 1891. After completing one year's work he returned to Putnam county and taught one year in a country school. In September, 1893, he returned to the I.S.N.U. Mr. Gallaher was a member of the Philadelphian and Ciceronian Societies, and of the

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Y.M.C.A. During the first two years of his course he was quite active in the literary societies, but the last two found him taking a more active part in Y.M.C.A. work. Vice-president, treasurer,

and assistant treasurer of the Philadelphian Society; assistant secretary of Ciceronian Society; president of Y.M.C.A.

Albert Crouse Cohagan.

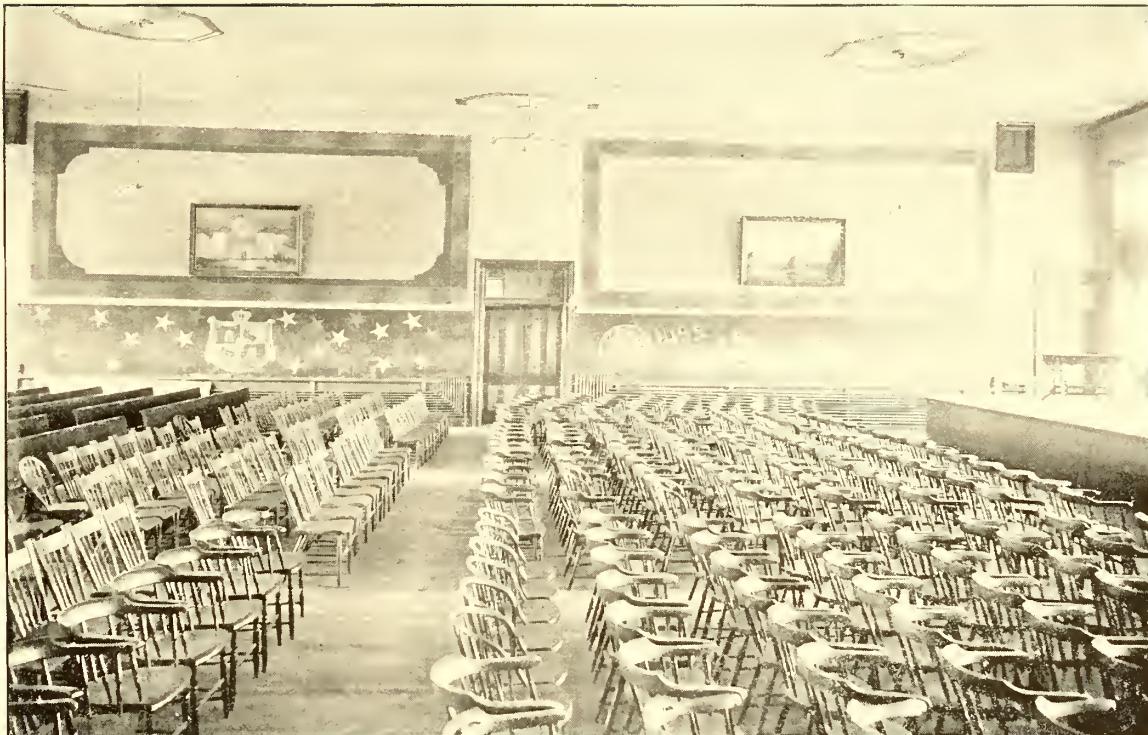
Albert Crouse Cohagan was born in Morgan county, Ohio, December, 1868, and became a resident of Illinois in 1870. His father, being a farmer, accumulated valuable property and settled in Selma, Illinois, where he engaged in general merchandising and drug business. Albert C. put in his boyhood years on the farm, and received his early education in the country school. After completing the course in the village school he divided his time between the farm and the store. In September, 1887, he became a student in the Illinois State Normal University, and after completing somewhat over two years' work, was compelled to give up school work for a time. After spending about a year clerking in a drug

store in Peoria, Ill., he returned to the university the spring of 1891. In the fall of 1891 he was chosen principal of the Hopedale public schools, which position he retained for four years. He returned to the university the fall of 1895. Mr. Cohagan was an active member of the Ciceronian and Philadelphian societies, University Oratorical Association, charter member, exchange editor of *Vidette* one year, vice-president, secretary, and assistant treasurer of Ciceronian Society, chorister of Philadelphian Society, Philadelphian contestant for vocal music, president Philadelphian Society, vice-president class '96, editor-in-chief of INDEX '96, chosen by class.

Alan Dewain Cowan.

Alan Dewain Cowan was born at Mason City, Ill., 1871. His parents lived on a farm, consequently he received his early education in a country school. Later his father engaged in railroading business, and located in Easton, Ill. Alan D. attended the Easton High School until the fall

of 1892, when he entered the Illinois State Normal University as a student. Mr. Cowan has never taught school except in the training department of the Illinois State Normal University. His teaching here forecasts a brilliant future record as a pedagogue. Mr. Cowan was a member



Normal Hall.

of the Philadelphian Society. During the first three years of his course he was especially active in the Athletic Association, captain of football

and baseball teams, financial secretary of both teams.

Herschel Edward Kanaga.

Herschel Edward Kanaga is a native of Ohio and was born in 1870. His parents, feeling that the west offered better opportunities, moved to Illinois and located in Christian county. Mr. Kanaga received his early education in the rural schools of Christian county. After completing the work in the rural schools he taught three years in his home county. In April, 1891, he entered the I.S.N.U. After completing about two years' work he returned to his home county and

put into practice what he acquired during his stay in Normal. After this successful year's work he became principal of the East Side school in El Paso, Ill., which position he retained for two years. He returned to the university September, 1895. Mr. Kanaga was a prominent member of the Ciceronian and Wrightonian literary societies. Secretary, vice-president, and president of Ciceronian society; president of senate; led debate for Wrightonia in annual contest '95.

William Ernest Knott.

William Ernest Knott is a native of Illinois, being born in Tazewell county in 1871. He was reared to man's estate on the farm and secured his early education in the country schools of Tazewell and Champaign counties. Having acquired a desire for knowledge which the country schools could not fulfill, he decided to attend col-

lege. After attending Eureka college for one year and a half he taught one year in the rural schools of Champaign county. In January, '93, he became a student in the high school department of the I.S.N.U. Mr. Knott was a loyal member of the Wrightonian and Ciceronian societies.

Paul Harris Lehman.

September 12, 1869, Paul Harris Lehman was born, at Payson, Ill. His parents residing on a

farm, initiated Paul H. into the mysteries of that art as soon as his age would permit. The first

scene of his striving after knowledge was the country school, but later he attended the Payson High School. - The winter term of '90, he entered the I.S.N.U.

After completing about one year's work, he secured the position of assistant principal in the

Payson High School, which position he retained for one year. He returned to the I.S.N.U. the fall term of '94. Mr. Lehman, in his course, made a specialty of the natural sciences, and became quite proficient in that department. He was a member of the Wrightonian Society.

William H. D. Meier.

William H. D. Meier is a native of Illinois, being born at Bluffs, in 1868. His boyhood and youth were spent on the farm, and the district school furnished his educational advantages.

Mr. Meier became a student in the Illinois State Normal University in 1885. After complet-

ing about two years' work he returned to Scott county, and taught seven years. He returned to the University in the fall of '95.

Mr. Meier was an enthusiastic member of the Wrightonian and Ciceronian Societies. He was president of both societies.

Otto S. Meyer.

Otto S. Meyer is an Illinoisan by birth, being born in De Kalb county, in '1871. His being the son of a farmer, gave him the advantages of the country school in his early education, but later he attended the village school in Kirkland.

Previous to entering the I.S.N.U., in the fall

of '93, he had taught two years successfully in the public schools of De Kalb county. Mr. Meyer was an active member of the Philadelphian and Ciceronian Societies; vice-president of Philadelphian Society, secretary of Ciceronian Society.

James Edward O'Neil.

James Edward O'Neil is a native of our own state, having been born in Bloomington, McLean

county, in 1876. Mr. O'Neil's parents being engaged in the grocery business in Bloomington,

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made it possible for him to avail himself of the advantages of the city schools. Having passed through the grades of the Bloomington schools he entered the grammar department of the I.S.N.U. September, 1890. His work in the grammar department was of such a character as soon to

secure his promotion to the high school department, from which he graduated in the class of '96. Mr. O'Neil was a member of the Philadelphian society, but living in the city made it impossible for him to take as active a part as he would otherwise have done.

Ralph Plummer Peairs.

Ralph Plummer Peairs was born in 1875, at Heyworth, Ill. Previous to his course in the high school of the Illinois State Normal University, which was begun in the fall of '92, he had the

advantages of the public schools at Clayton, Ill., at which place his father was stationed as a Presbyterian minister. Mr. Peairs was a member of the Wrightonian society.

Charles Aubert Pricer.

Charles Aubert Pricer is a native of Ohio, being born near Buckskin, in 1866. His parents came to Illinois and located on a farm in Vermilion county. Charles A. attended the country school for several years during his boyhood, but later attended the Potomac high school. Previous to entering the I.S.N.U. in the fall of '93, he had taught four years in the schools of Vermilion county. Mr. Pricer was in regular attendance after

entering the I.S.N.U. Mr. Pricer was a staunch Wrightonian and Ciceronian, and the only faithful member of the anti-barber-ism society. He took an active part in all athletic exercises, winning the prize for "high kicking" in the field day exercises in the spring of '95. President of Ciceronian Society, treasurer of Section C, treasurer Oratorical Board.

Edward William Quick.

Edward William Quick, is a native of Rock Island county, Illinois, where he was born Janu-

ary 1, 1870. Mr. Quick's boyhood and youth were spent on the farm, and the district school was the



Office and Reception Room.

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scene of his first strivings after knowledge. He remained on the farm until 21 years old, attending school during the winter and working on the farm during the summer. The spring and summer of '91 we find him supplementing his country school education with a twenty weeks' course in the Dixon Normal School, preparatory to teaching. After teaching two years in the country schools of Rock Island county, he considers it most fortunate that he met Prof. David Felmley of the I.S.N.U. at an institute in that

county. It was through Prof. Felmley's influence that Mr. Quick became a student in the I.S.N.U. in the fall of '92. During his course in the Normal he taught one year in the grammar room at Fowler, Benton county, Indiana. He returned to Normal in the fall of '94. Mr. Quick was a valuable member of the Ciceronian and Wrightonian Societies; debater, annual contest, '94, won; president Wrightonian Society, fall '95; business manager INDEX, '96; speaker at commencement, chosen by faculty.

Philip Harmon Shaub.

Philip Harmon Shaub has spent the years of his life thus far as a resident of Illinois, being born near Marine, Madison county, in 1870. His early education was acquired in the district school, which he attended during the winter months. Later he attended the Marine public schools. In the fall of '88 he began work as a

teacher, and taught successfully two years near Marine. The fall term of 1890 he became a student of the I.S.N.U. and remained in attendance for two years. After teaching two years more near Marine, he returned to the I.S.N.U. Mr. Shaub was a loyal member of the Wrightonian Society and an active member of the Y.M.C.A.

John Arthur Strong.

John Arthur Strong was born in Warren county, Ill., August, 1866. He being the son of an extensive farmer, is trained in all the principles of sturdy yeomanry. Mr. Strong, like the majority of country boys, labored on the farm during the summer and attended the district school a

few months during winter. Mr. Strong entered the Normal University in October, 1884. After completing two years' work he returned to his home county and taught seven years in the district schools. He returned to Normal in March, 1893, and has been in regular attendance since

that time. Mr. Strong's school work was characterized by earnestness and exactness. The esteem in which he was held by the faculty of the University is evidenced by his being chosen by them as teacher of spelling in the Normal department

for one year. Mr. Strong was a loyal Philadelphian; editor of the *Vidette* one year; business manager of *Vidette*; treasurer of Lecture Board one year; speaker at commencement, chosen by the faculty.

William Jackson Whetsel.

William Jackson Whetsel is a Virginian by birth, being born in New Market, in 1865. His parents moved to Illinois and located in Woodford county, near Secor. William J. received instruction in the Secor public school, and when quite young began teaching in the rural schools of Woodford county. He entered the I.S.N.U.

the fall of '87 and remained two terms. He was compelled to be somewhat irregular in attendance, during his course in the I.S.N.U., on account of business interests. After teaching three years in the Secor public school he returned to Normal. Mr. Whetsel was a Wrightonian and always anxious to advance her interests.

Robert Edwin Worley.

Robert Edwin Worley was born near El Paso, Ill., in February, 1870. He grew to manhood on the farm, consequently he received his early education in the country school. Subsequently he attended the El Paso high school. It was while attending this school that he formed the desire to take a course in some higher educational institution. Previous to entering the I.S.N.U. in the fall of '92, Mr. Worley taught one year in a coun-

try school near El Paso. While attending the I.S.N.U., besides doing the regular normal course, he completed three years' work in Latin in the high school department. Mr. Worley was an active member of the Philadelphian Society and of the Y.M.C.A. His work in the musical line was greatly appreciated by these two societies. Vice-president and treasurer of Y.M.C.A.; treasurer of missionary fund; member of *Vidette* board.

Harry B. Price.

Harry B. Price was born in Shelby county, Illinois. He is not an exception to the great majority of young men who enter the Normal University, in that he lived until his majority on the farm. After receiving what the country school had in store for him, he taught for several years in the rural schools of Shelby county. Since

becoming a student in the I.S.N.U. he has taught two years in public high school at Normal, Ill. Mr. Price was a loyal member of Wrightonia Society, doing official committee work in that society; commencement speaker, elected by class; member of Lecture Board.

Edward Percy Prince.

Edward Percy Prince was born in Bloomington, Illinois, December 10, 1874. His father being a lawyer in that city made it possible for Edward to receive his early education in the city schools. After completing the work in the ward schools he entered the grammar department of the I.S.N.U.

in 1890. He completed the work in this department in one year and was promoted to the high school department. Mr. Prince, although he does not aspire to be a pedagogue, has taught one year in the public schools of Mercer county. He was a member of the Wrigtonian society.

Charles T. Law.

Charles T. Law was born near Rosemond, Illinois. He is the son of an extensive farmer, consequently he received his early education in the rural schools. Mr. Law has had four years' experience as pedagogue. He became a student in the Normal University in 1889, but he has taught

two years at Beason, Logan county, since beginning his work here. He returned to the Normal in '94, and graduated in the class of '96. He was a member of the Philadelphian and Ciceronian societies. He held the responsible position of sergeant-at-arms in the Model Senate.

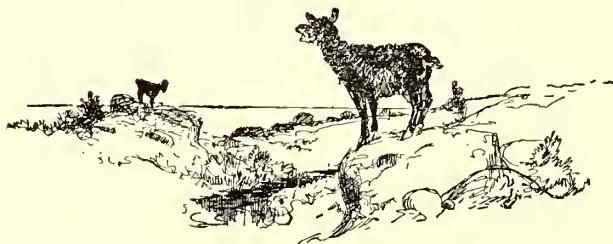


Chemical Laboratory.

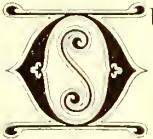
Jesse Black, Jr.

Jesse Black, Jr., was born October, 1870, in Tazewell county, Illinois. His parents being farmers, the scene of his early striving after knowledge was the "deestrict school." After teaching two years in the schools of Tazewell county, he became a student in the Illinois State Normal University in 1893. Since entering the Normal he has taught one year at Quaker Lane,

Putnam county, Ill. He returned to the University in '95, and graduated in the class of '96. Mr. Black was an active member of the Philadelphian and Ciceronian societies, president of Philadelphian society, fall of '95; contest debater between boys and girls, winter of '94; annual contest debater, fall of '94; oratorical contest, '96.



*x*x Senior Editorial. x*x

UR kind readers no doubt wish to hear of the extraordinary qualities of the "Senior Class of '96," and we know that they will not consider us egotistical if we submit for their perusal, a summary of some of our most glowing virtues. We know that in a short time the world would discover and proclaim them, but we are too modest to allow others, in the heat of their glowing pride, to exaggerate our merits; we beg leave humbly to submit them from our own pen, in order that the class may receive its just dues.

The Class of '96 is famed far and wide for its originality, for its experimental works, for its exceedingly modern tendency and effort to advance civilization, for its persistence in carrying out any novel plan, for the admirable way in which all its meetings have been conducted, for the sincerity and self-sacrifice of its members, for the philosophical bent of their minds, and last, but not least, for its retiring modesty, and lack of boastfulness.

In proof of the first statement, we would say, that instead of following in the footsteps of our brothers and sisters, who elected a president and vice-president, etc., we have transformed ourselves by means of our magic wands into faithful and loyal subjects of our queen, who rules us with a firm, but loving hand, assisted by her prime minister and courtiers.

We have noticed the great affinity of Section A for the chemical laboratory, where we exercise our originality by proceeding in a different, but superior, way from that laid

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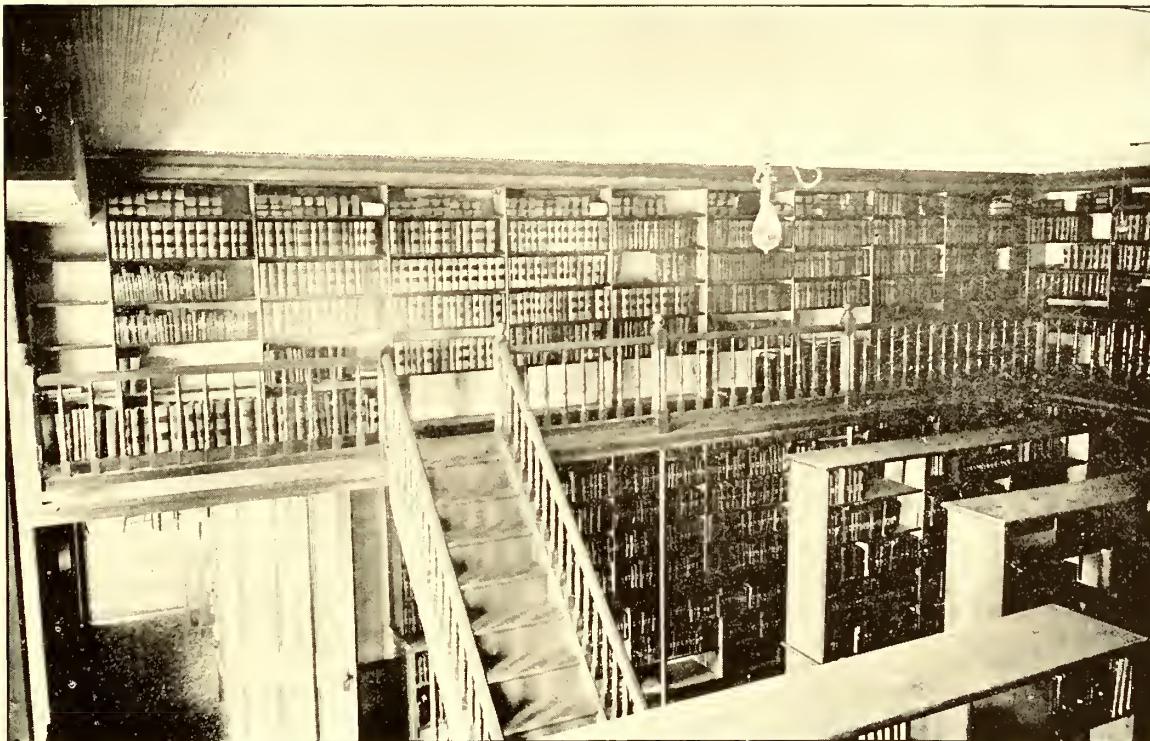
down in the book, and by inventing devices for breaking and destroying apparatus. As to advance in civilization, the male members of the class set about to make a mark in the world, and thereby hangs a tale:

“Once upon a midnight dreary, while they pondered weak and weary,
Over many a quaint and curious custom of the heathen day.
They decided that ‘nevermore’ should the boys of ‘Section A’
Be degraded by adherence to the custom of barbaric nations long since passed away.”

After registering their vows, made to the “Eternal Gods,” they proceeded to carry out their modernism. But, horrible fatality! Modern customs were unbecoming to some of the members, so to preserve the perfect outline of their faces, they sacrificed modern art to barbarism. No! One stood loyal to his vow, and preserved the honor of his brethren. Then there was the cap and gown question, which was agitating the hearts of both the boys and girls. Of course, the boys took to the gowns “like ducks to the water,” but the “bachelor maids” did not altogether relish the idea of exchanging light and airy costumes for the sombre gowns and unbecoming caps of the Universities. The ladies carried the day, as they always do, and caps and gowns were heard of no more.

The meetings which Section A held during the year, and especially during the last six weeks, were models of propriety. It was as if they were “one heart, one soul,” so calm and peaceful were they, and so free from dissension. This was especially noticeable when the committee on photographs made their report, and the readiness of the chairman to discharge his duties, was shown by his excited and violent efforts to free himself of all further responsibility.

To discover the self-sacrifice of its members, one needs only to look at their care-worn faces and emaciated forms, to be convinced that although the expense for food has been lessened, the amount expended for the consumption of “midnight oil” has been noticeably increased. Thus beauty and riches are sacrificed for knowledge. It has been



In The Library.

said of some of the class, that they are almost too philosophical to be understood by any but the teachers. We would rather have too much philosophy than not enough, and hope that in time we may descend to the thoughts and language of common mortals. It is not necessary to speak of our last virtue, modesty, because the readers will be struck by its presence throughout this article; so I will merely add that when our friends come to view the class on "Commencement Day," they will not be wholly unprepared for the vision that will burst upon them, but will know something of the possibilities which lie dormant in each soul, only waiting for the time when they will unfold, and become reality. "Three cheers for Section A of '96!" "Long may her banners wave over her triumphant members!"



Senior Poem

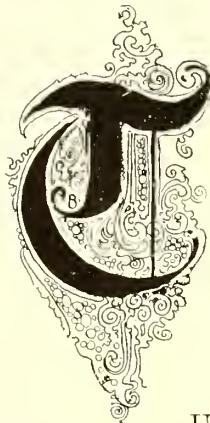
We've at last reached the end of our long years of labor,
With a smile and a tear we now hail this glad day;
For the last time it may be we clasp hands together,
But will cherish the bond of school friendship for aye.

We at times have been weary of long hours of study,
And the way, too, has often seemed rugged and long;
But success has at last crowned our faithful endeavor,
And we realize now through defeat we've grown strong.

Many friends we have made among teachers and students,
And the thought of this parting now fills us with pain;
Years may roll e'er we gather in friendly reunion,
But our hearts will turn fondly toward Normal again.

Though our school days are done, in the life-work we've chosen.
All the lessons we've learned we shall need o'er and o'er;
Let us strive in our teaching to keep e'er before us,
The pure type of the Master and Teacher of yore.

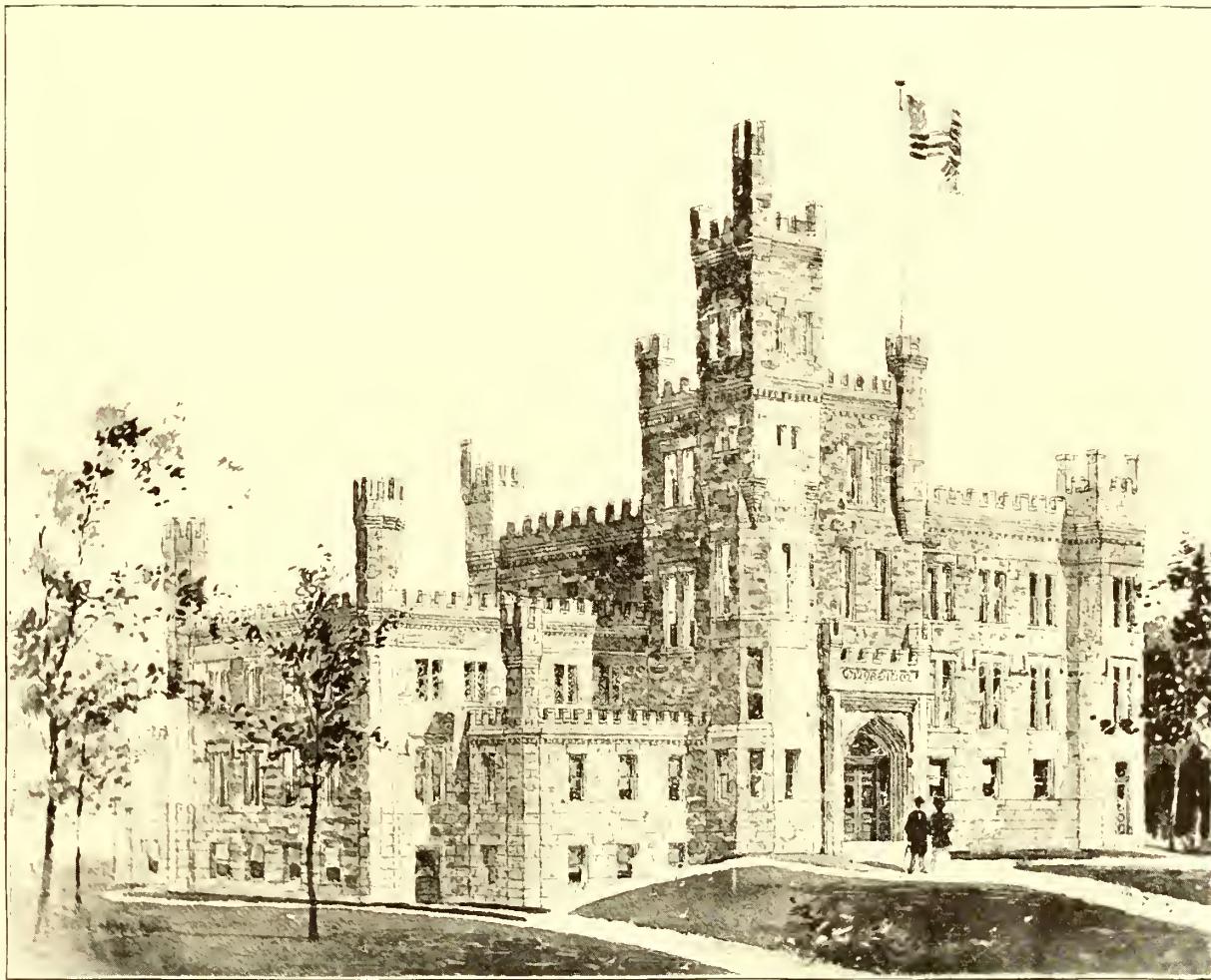
The New Building.



THE NEW BUILDING is shown, so far as exterior appearance is concerned, by the cut presented herewith. As will be seen, it is a stone building, of the Tudor-Gothic style of architecture, especial reference being had to the appearance of the sky lines when viewed from a distance. It is needless to say that it will be a very beautiful building and quite a departure from the style of architecture of the other buildings.

The building is situated about 150 feet southwest of the main building. It fronts to the east so that it may be seen very distinctly from the street car station and from a distance on North street.

Under the whole structure is a sub-basement about seven feet in height. The part of the sub-basement under the gymnasium will be occupied by a large swimming pool. The gymnasium proper is about 40 x 90 feet and 22 feet high. It may be recognized in the cut as it occupies the south portion of the structure. The remainder of the building consists of a basement above the sub-basement and entirely above ground, nine feet in height, and of two stories respectively fifteen and fourteen feet in height. This basement will be used for dressing rooms, bath rooms, and closets. The second story will be devoted to the uses of the library. It consists of one large room 40 by 90 feet. The third story will be devoted to the science department and will contain an office, biological and physical laboratories, recitation rooms, and a shop.



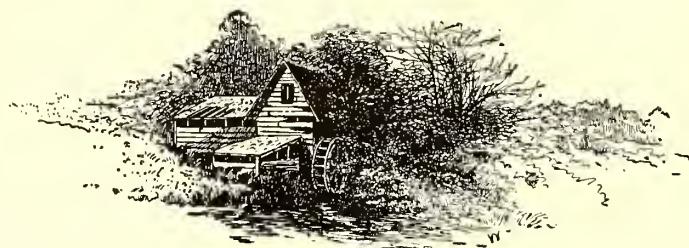
The New Gymnasium.

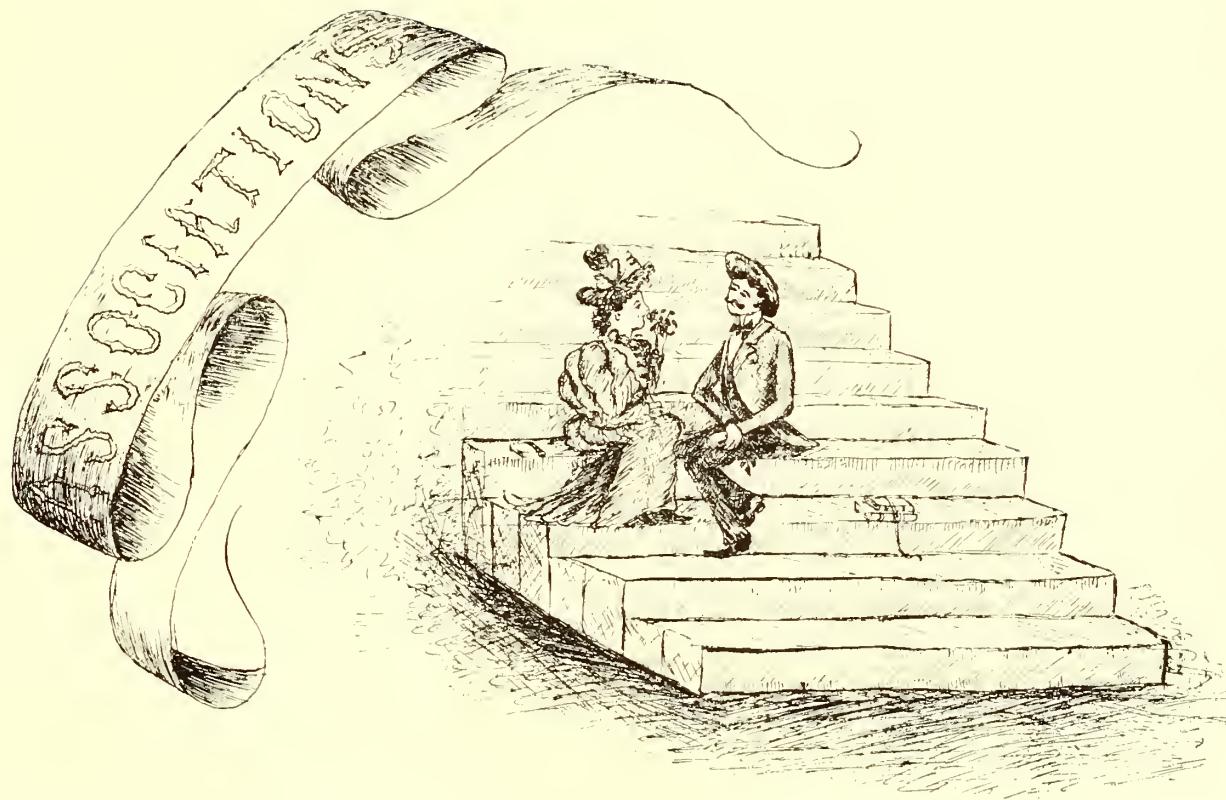
This, in brief, is the new building. When completed it will cost about \$50,000. The appropriation received thus far is not sufficient to finish it. The gymnasium, however, will be ready for use at the beginning of the fall term, although the heating apparatus will not then be completed. It is hoped that the General Assembly, at its next session, will make a sufficient appropriation to finish the building in the same style in which it has thus far been constructed.

It will be remembered by those who are familiar with the movement, that the societies hoped to find quarters in the new structure. They will be amply accommodated, however, in the main building. The two society halls on the west side will be converted into one and the rooms now occupied by the science department will be used for society purposes.

It will thus be seen that the institution will soon be admirably equipped for its purposes. With its main building, practice school, gymnasium building, and the building for the heating plant, we shall have one of the best furnished establishments of its kind in the country.

JOHN W. COOK.





SOCIETIES.

The Oratorical Association.

The Oratorical Association of the I.S.N.U. is composed of all the members of the school. Neither a fee nor signing of a constitution is required for membership. In this respect, at least, the Oratorical Association is unique among our school institutions. This association, while being our local organization, is at the same time the Illinois State Normal School Oratorical Association, and as such, sent this year, and will in the future, send an orator to represent our state in the Inter-State Contest of State Normal Schools. Our friends of the Southern Normal, at Carbon-dale, have been asked to enter the state association, but as yet have not signified their intention of doing so.

The management of the affairs of the association is vested in a board of control, composed of not less than fifteen members. New members are chosen and officers elected in the spring term of each year. In the past the oratorical contest has played a subordinate part in the list of school contests. It will not be so in the future, for several

reasons. The winner of the local contest in the future will not only have the honor of representing Illinois in the inter-state contest but will receive one hundred dollars in cash and a go'd medal. This very respectable prize was donated by Mr. Charles Beach, a former student and one of the founders of the oratorical movement in our school. This donation will be known as the Beach prize.

The standard of oratory set up by the contestants in our local contest on the evening of April 11, was high.

The orations and speakers were as follows:

“Evolution of Government,” A. C. Cohagan.

“Municipal Government,” E. A. Thornhill.

“Monroe’s Doctrine,” F. L. Maxey.

“Civic Dangers,” Jesse Black.

“The New South,” Robt. J. Wells.

Mr. Wells won first place and Mr. Black second.

The judges on Thought and Composition were: A. S. Draper, president University of Illinois; S. M. Inglis, Superintendent Public Instruction; John E. Bradley, president Illinois College;

H. W. Everest, president Southern Normal University; W. H. Wilder, president Illinois Wesleyan University.

Judges on delivery:

Dr. Edwin C. Hewett, Geo. P. Brown, and Hon. C. E. Capen.

The officers of the board, Miss Mary Steagall, president; C. E. Elliott, secretary, and C. A. Pricer, treasurer, are to be commended for the zealous and efficient way they have cared for the oratorical interests of the I.S.N.U.



Robert J. Wells.

❖❖Wrightonian Society.❖❖

The past year has been a prosperous one for Wrightonia. The great aim of her sons and daughters in the beginning of the fall term was to win the contest. The disbanding of the high school had interfered a little with our plans for debates and oratory. So there were no definite plans made in regard to who should represent us in the contest with the Philadelphians for some time after school had begun. As the electric-light plant was undergoing repairs and the new heating apparatus was in process of construction, a want of light and heat were other difficulties which the society had to contend with for the first few weeks of the term. As a consequence of this the meetings were held on Saturday afternoons of each week, and the hall was heated when necessary by means of oil stoves. But in spite of all difficulties, good programs were given and the meetings were well attended.

With E. W. Quick as president and Ada Kuhns as secretary the work of the fall term started off with a vigor that conquered every obstacle in the path of progress—not excepting the Philadelphians. As contestants had to be selected, all members who aspired toward achievements in debate, oratory, music, reciting, or essay-writing were

given ample opportunity to show their ability in such departments by contributing to the programs. After a reasonable amount of “wire-pulling” and considerable caucusing, we succeeded in finding contest-winners in the persons of H. E. Kanaga, C. M. Echols, Miss Bernice Trainer, and Miss Katie Foster.

Some of the programs of particular note during the term were a musical program given under the management of Professor O. R. Skinner, of the Wesleyan College of Music, and the one given by Miss Ellen Babbitt, that consisted of a series of pictures representing scenes taken from Shakespeare's, and other classical works. A rather unusual feature of one program was a brief but very effective performance given by President Quick and a youthful water spaniel. It was a contest over which should preside—Mr. Quick or the dog. The former was victorious.

The society spirit was high through the term, but it reached its climax on the last night of the term, when the decision of the contest was announced in favor of Wrightonia.

The winter term, under the administration of Florence M. Hobart as president and H. E. Covey as secretary, was fully as successful a



Wrightonian Hall.

term's work as the previous one, but from a different standpoint.

The work of the term was specially characterized by the original work that was given on the programs. One of the leading features was a series of papers on scientific subjects that continued throughout the term. However, there were a few exceptions to this tendency towards original work in the way of recitations. Upon a few occasions the society was favored by recitations given in special costumes, bedecked with dazzling medals, which spoke of the fame the performer had won elsewhere. A few of these performances were rather dramatic in their character. Upon one particular instance, when several recitations were given, over one hundred persons were killed, ideally, upon the stage. The committee on programs had little to do this term, as there were more candidates for places on the program than could be accommodated.

The inter-section contest between the Wrightonians of Section C and the lower sections of this term was a decided success, and one which spoke encouragingly for the future of Wrightonia.

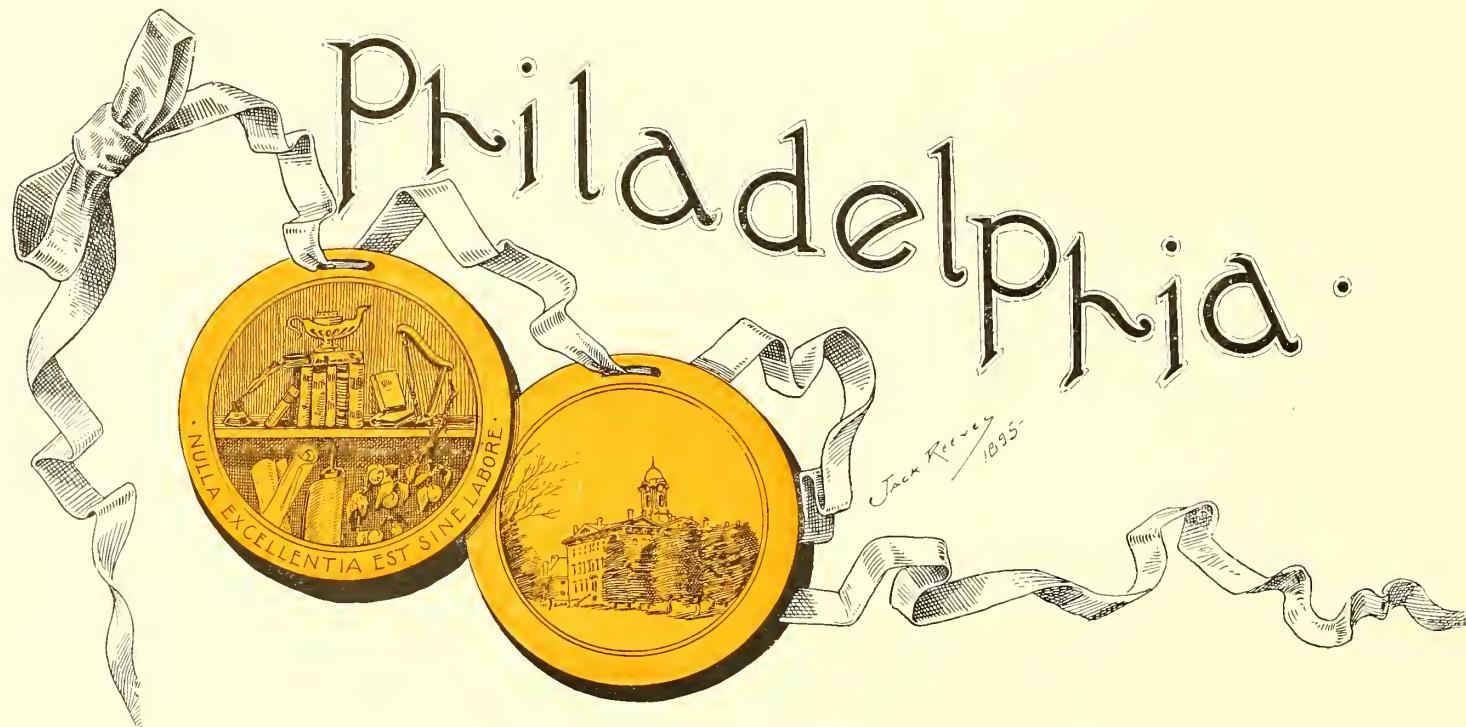
The spring term opened up with W. H. D. Meier as president, and Daisy White as sec-

retary. The work of this term was more entertaining in its character than that of the previous terms. The programs consisted largely of instrumental and vocal music, essays, recitations, and farces. One farce of particular note was the "Mouse Trap," in which a woman's idea of a mouse was clearly demonstrated by the young ladies that took part in the performance. It is not simply the mouse that shocks their nerves, but "Just the idea"—of the mouse.

Throughout the year there was no internal strife in the society. The members seemed to be of one mind as to who were the best persons to be placed in office for each term, consequently all elections passed off quietly.

Those of us who cease to be active members of Wrightonia with the close of this year, will ever look back to her with a fond remembrance for the patience with which she endured our feeble efforts upon her stage until by continued effort we at last possibly reached that degree of culture which enabled us to do justice to her in debate, oratory, music, or any other accomplishment that it was her lot to give to us. We all in one accord exclaim, Long live Wrightonia!





❖Philadelphian Society.❖

And it came to pass in the year eighteen hundred and fifty-seven, that our State Normal University did open in Major block, Bloomington, Ill. And on the fourth day after the opening thereof,

It came to pass that the men of the school did call themselves together to organize a society for the "purpose of extending their social relations, and for the elevation of their moral character, and intellectual attainments."

And after much discussion, Henry H., of the house of Pope, and Peter, of the house of Harper, were appointed a committee to draft a constitution for this, the "Normal Debating Society," and great was the joy thereof.

And it came to pass upon the fifth evening after the opening of the university, the constitution as written was presented and accepted, and immediately thereafter fourteen men did sign the writing.

And it came to pass that upon this same evening C. D., of the house of Irons, was elected president, and J. L., of the house of Spaulding, vice-president; H. J., of the house of Dutton, secretary, and John, of the house of Hull, treasurer. And the first question for debate was decided

upon as follows: "Is a lawyer justified in defending a bad cause?"

And it came to pass that John, of the house of Hull, J. G., of the house of Howell, Peter, of the house of Harper, Edwin, of the house of Philbrook, and J. D., of the house of Kirkpatrick, did strongly protest yea; and Henry, of the house of Pope, H. J., of the house of Dutton, Silas, of the house of Hayes, and J. L., of the house of Spaulding, did strongly protest nay.

And this was the beginning thereof.

And it came to pass in the year eighteen hundred fifty-eight, that Jennie, of the house of Michie, did propose the name Philadelphian as "expressing the idea that we are a band of brothers;" straightway was this proposition adopted, and women did become a part thereof.

And it came to pass that in those days debating was the principal feature of the evening, there often being more than one on the same program.

In those days they did expend great sums of money for the beautifying of the temple.

And it came to pass that during the first years of our existence there was great strife between us and our neighbors at the north.

And it came to pass that great contests did arise between Philadelphians and Wrightonians, and these contests shall never cease.

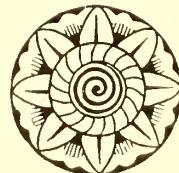
And it came to pass that in later times great numbers joined Philadelphia, and great is the interest thereof: and in these days excellent programs are given instead of long debates.

And in later days contests did arise between certain sections within Philadelphia, and judges are chosen to decide these contests, and after that the judges have handed in their decisions, the president of the university, John W. of the house of Cook, did make long talks of praise and good advice to contestants and students, during which time all were in suspense and anxiety to know the result.

And it came to pass in the year eighteen hundred ninety-six challenge debates did take the place of the long, uninteresting arguments that were common in earlier times.

And on the seventh day of March, eighteen hundred and ninety-six, a great play was given in Normal Hall, in which Orvill of the house of Gunnell did enact the part of Shylock, the Jew: Lottie, of the house of Tomlinson, did enact the part of Portia, who saved the life of Antonio, the Merchant of Venice, and many others did take part in this play, winning fame for Philadelphia.

And it shall come to pass that as years go by the name Philadelphia shall grow in fame, and great shall be the influence thereof.





Philadelphian Hall.

Sapphonian Society.

No woman who becomes a student in our Normal school should fail to identify herself with the Sapphonian Society. She should attend the first general reception given by the society to all the women of the school; she should acquaint herself with the society's method of work, join one or more of the committees, and make up her mind to get all the help both socially and intellectually, which such a well organized and well directed society can give.

The meetings of the society for the past year have been both beneficial and entertaining. Each committee has worked faithfully and well, giving as a general rule, at least one program each term.

The Social Science committee has been reorganized. This committee meets with Miss Hartmann each Monday evening from seven to eight. Mr. Felmley has been giving the committee short talks on the money question. The principal features of the program given by this committee were a paper written by Miss Sabin on "The Origin and Function of Money," and a

talk by Miss Bullock, in which she clearly set forth the fundamental ideas of single tax.

The Literature committee have read the Iliad with great interest. The members of this committee will long remember the pleasant evenings spent with Miss Colby, and the inspiration which the work under her direction has created will lead many to the further study of Greek literature.

The Music committee, the Art committee, and the Woman's Work committee have been working hard this year and have given excellent programs.

Each committee has laid out a very interesting program for work next year.

It is hoped and expected by all loyal Sapphonians that next year will see this society doing even better work than ever in the past.

Time spent in the Sapphonian Society is never regretted, but rather to be remembered as long as any memories which cling about our Normal school.

Ciceronian Society.

As we look back over the work done in the Ciceronian Society this year, perhaps the most noticeable thing of all is that there has been almost no "horseplay;" but the work done has been work in the true sense of the word. We have not always had so large a crowd perhaps as we would have had if there had been more of this "horseplay" to create excitement. But we believe that Cicero has taken a step in the right direction—that of solid, earnest work.

One feature of the work which has been developed this year as never before is the parliamentary drill. In this, one person took the chairman's place, and points in parliamentary law were illustrated in the "concrete." In this way almost all the points in Roberts' Rules of Order were exemplified, and considerable knowledge of parliamentary usage was gained—at least by those taking active part.

The old party fight over the Model Senate seems to be forever settled, and both parties have worked together to make the Model Senate one

of the most profitable features of Cicero. The great advantages of the senate lie in the fact that it gives all an opportunity to take part in the work. In this Model Senate, have been discussed during the year, questions of the most vital interest to every citizen of the United States; and not only discussed, but bills have been passed and have become laws. And all unknown to the great world at large. Was there ever before such lack of appreciation?

The only political parties in the field this year have been the Ciceronian and Liberal parties. In the fall term the elections were very hotly contested. Thorough canvasses were made, rousing "stump" speeches delivered, and all the excitement of a presidential election prevailed. The contests were close, but in the first two elections the Ciceronians were victorious. Then for the next three elections the Liberals carried things by storm, when the Ciceronians, again mustering their forces, succeeded in returning their men to power. The presidents for the year

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have been Messrs. W. H. D. Meier, Robert J. Wells, George Hunt, J. T. Williams, Joseph Bumgarner, W. S. Sanders, and O. M. Dickerson.

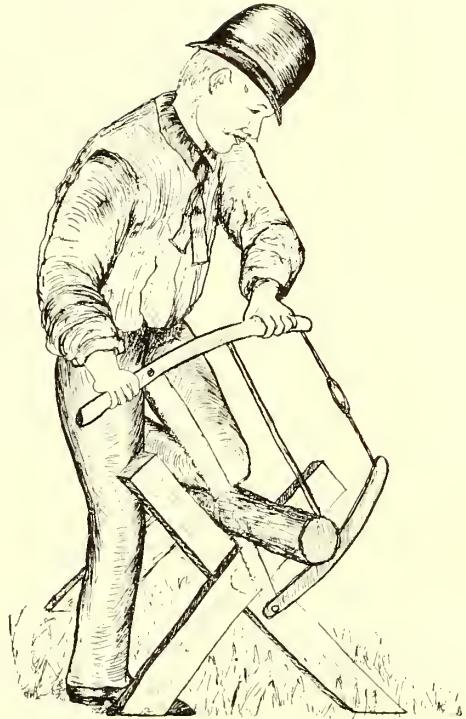
A report of the Ciceronian Society would be incomplete without mention of the two socials with Sappho. In the fall term the Sapphonians gave the Ciceronians a reception, which was very

highly enjoyed by the Ciceronians. Then in the spring term Cicero gave a reception to Sappho, and, as the speaker of the evening said, we expect much "good" to come from it. Long may these socials continue, and may the Sapphonian Society ever continue to be an inspiration and example to the Ciceronian society!





Cicero.

...Athletics...

Prior to this year, the athletic spirit of the I.S.N.U. was very weak. Spasmodic efforts were made by the students to form an association, but for want of proper support, the organization was always destined to a short, but brilliant career. This year, the faculty came to our rescue, so that now the athletic association is a permanent institution.

Early in the year, an effort was made to interest every student in some form of athletics. A meeting was called, which resulted in the election of officers of the association, and a pledge of financial support. Our representatives in the football and baseball teams now go forth to meet their victims, handsomely caparisoned in red suits, with white caps and belts--these being the University colors. All furnishing, however, belong to the athletic association.

In order to make our football team invincible, Dygert, ex-captain of the varsity team of Ann Arbor, was secured to coach our team for two weeks.

It is thought that new athletic grounds, situated just west of the north end of the campus, will be fenced in by fall. These grounds are to be furnished with proper buildings and amphitheater.



OFFICERS OF ATHLETIC ASSOCIATION.

Dr. Van Liew, president; John Page, treasurer; Prof. John A. Keith, Fred Patch, secretary, George Moulton.

Football.—George Moulton, captain; 1st, Wal-Askins, business manager; 2nd, Dr. Van Liew, business manager.

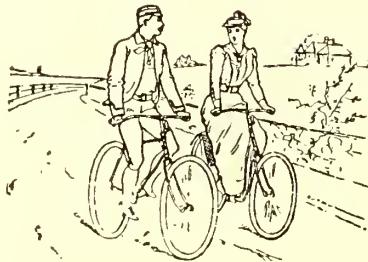
Players.—Livingston, R. E.; J. L. Page, L. E.; M. D. Rider, R. T.; Thos. Graves, L. T.; Dennis, center; Bruce, right guard; Askins, left guard; Rheinhart, full back; Wm. Kirk, R. H. back; George Moulton, L. H. back; Cowan, quarter back; Joseph Means, quarter back; Dygert, coach.

Games.—Wesleyan, 0, Normal, 36; Wesleyan, 0, Normal 36; Eureka, 6, Normal 10; Springfield, 4, Normal, 12; Eureka-Normal, game forfeited; Lincoln, 0, Normal, 4; Champaign, 8, Normal, 0.

Baseball.—Officers: George Moulton, captain; George Baker, manager

Players.—Moulton, pitcher; Perry, catcher; Patch, right field; A. Wilson, left field; Taylor, center field; Price, first base; H. Wilson, second base; Cowan, short stop; Steward, third base; Bernard Capen, mascot.

Games.—Hoopeston, 18, Normal, 8; Lincoln, 5, Normal, 3; Lincoln, 23, Normal, 12; Lincoln, 12, Normal, 15.



Young Women's Christian Association.

Even as the earthly origin of the Christian church was in that apparently trivial meeting of the two Galilean fishermen with the Carpenter of Nazareth, so every great movement of the church since that time has had its beginning in a little prayer meeting, seemingly as unimportant at the time as was that first meeting of the church.

In tracing the history of our International Young Women's Christian Association, it is properly a source of pride and of inspiration to the association of Normal to find that here the national organization had its birth, and was no exception to the above rule. On November 12, 1872, six girls from the State Normal University gathered at the home of Mrs. Charlotte McMurry, on North School street, to spend an hour of that dismal afternoon in prayer and song. This hour was so profitably spent that the girls agreed to meet every Sunday afternoon. Other student girls eagerly joined them, and long before the close of the year the meetings had grown too large for the plain little study bedroom and were taken to the Congregational church. When that church was burned in 1873, the basement of the Methodist church was secured. When the new Congregational church was built the meetings were held in that building.

As the prayer-meetings grew in interest the workers felt the need of some form of organization that should unite the young women more closely and enable them to reach more effectually the unconverted women in the school. The first constitution, adopted in 1873, was largely copied from the old constitution of the Young Men's Christian Association. A new constitution was framed and adopted in 1874. The organization was known as the "Young Ladies' Christian Association" until its ninth year, when that name was changed to "Young Women's Christian Association."

Since 1872, the movement has spread throughout the United States and Canada, and has reached across the ocean, so that at the present time nearly every college and university to which women are admitted, and many cities and towns have local organizations.

The Normal Association is auxiliary to the State Association, which is managed by a State executive committee: the state organization being in turn auxiliary to the national, which is managed by an international committee, whose headquarters are in Chicago.

The Normal School Association sent last year to the National Convention of the Y.W.C.A. at

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Lake Geneva, Wis., one delegate, who there met young women from all parts of this country, and learned from conference with them many new plans and helps in the work. The zeal and encouragement which this one young woman gained there and imparted to the association here has been a source of great benefit to the Christian women of the school.

The Y.W.C.A. realizes that the world needs the best that young women can give; hence it seeks their development physically, socially, intellectually, and spiritually.

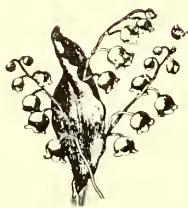
At the beginning of each school term, the Y.M. and Y.W.C.A. give what is called a term social. These receptions are entirely informal, and are a great help in promoting the social life of the school. During the school year, 1895-6, the two associations gave a "Walking Library," a "Conversation," and a "Conundrum" social, all of which were well attended and enjoyed.

Each Friday evening of the school year the as-

sociations have met in the Presbyterian church, and under the leadership of Dr. Hewett, have carried on a systematic study of the Bible. These study classes have aided many to gain a thorough knowledge of those parts of the Bible studied, and what is better, have taught them how to study to be benefited and blessed by a personal study of the Bible.

The work of the Y.W.C.A. here during the past year has been very successful, and He whose presence did so often cheer the hearts of those two women in Bethany, has through it cheered and helped, and caused to grow in strength and grace, many hearts which would otherwise have been very lonely and sad indeed.

The officers for the year 1896-7 are: President, Eva L. Campbell; vice-president, Elizabeth Andrews; secretary, May Mills; corresponding secretary, Mildred Maxon; treasurer, Edith Mize; chorister, Lydia Colby.



Young Men's Christian Association.

As Jerusalem was the center from which the Christian religion spread, so Normal has been the starting point of important religious and educational movements. It was here in 1872 that the first college Y.M.C.A. in Illinois, and the fifth in the United States, was organized. The Normal Y.W.C.A., the first organization of its kind in the world, was formed the same year. The Y.M.C.A. had its beginning in the fall of 1871, with seven young men in an informal prayer meeting, held in the Presbyterian church (now the colored Christian church on Linden street). A crude constitution was formed and adopted February 4, 1872. The first officers were: President, I. E. Brown, now state secretary of the Y.M.C.A.; vice-president, George Blount; secretary, Hiram A. Stewart. The name of the first treasurer has been forgotten. The value of these little meetings became very evident during the next two winters, when 120 students professed conversion. A reading room was maintained for a while in the basement of the Christian church, but was soon transferred to the east hall on the second floor of the University building.

Such was the beginning of an organization that has been of inestimable value to the state of Illinois. It has made many a young man a better teacher by giving him a nobler purpose in life.

The officers for the past year were the following: President, L. T. Gallaher; vice-president, R. E. Worley; secretary, Orris Newman; corresponding secretary, Philip Shaub, treasurer, Samuel Livingston. The year has been a fruitful one. The weekly prayer meetings have been held on Tuesday evenings in the parlors of the Presbyterian church, and have been fairly well attended. The average membership for the year is about forty.

December 15, 1895, will be remembered as "Association Sunday." In the forenoon each church was addressed by one of the following speakers: Mr. L. E. Brown, state secretary of the Y.M.C.A.; Mr. George B. Smith, college secretary; Mr. Dancy, president of the Wesleyan Y.M.C.A.; Miss Seavers, international secretary of the Y.W.C.A.; Miss Chandler, college secretary for Illinois. Enjoyable addresses were given also in the afternoon and evening. *The Early History of Our Y.M.C.A.* by Mr. I. E. Brown, and *The Origin of the Y.W.C.A.* by Mrs. Lida McMurry, were especially interesting.

On January 29, a two weeks' series of revival meetings began under the auspices of the Y.M. and Y.W.C.A. They were held in the rink under the leadership of Rev. Alexander Patterson, an evangelist from Chicago. The churches assisted

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very earnestly. The meetings resulted in saving many souls for the Master, and in deepening the spiritual life of the students and residents of the town.

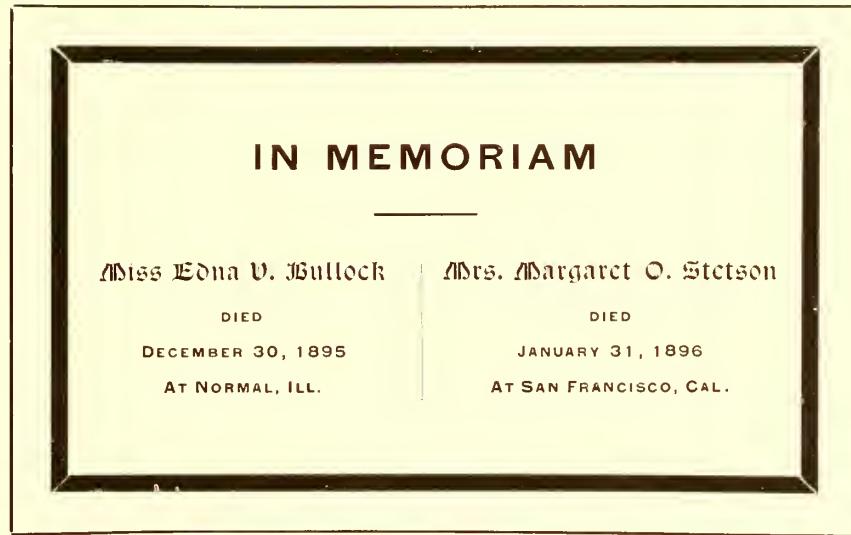
The Bible study and missionary organizations are conducted in connection with the Y.W.C.A. The missionary work is in charge of a joint missionary committee appointed by the presidents of the two associations. A missionary program is given by the committee once a month, on Sunday afternoon. The two associations raise \$300 a year for the support of five native preachers in the foreign field, one for each of the five churches in Normal. We are thus represented in China, India, and Asiatic Turkey. A new missionary library of fifty volumes, belonging to the associations, may be found in the reading-room of the University library, where all may have free access to it. Those who use it find its contents interesting and profitable. New books will be added from time to time.

The student volunteer movement has recently given a great impetus to our missionary work. A volunteer band of eight members was organized in the winter term of 1895, and has this year increased to a membership of sixteen. A short devotional meeting is held every Friday afternoon, immediately followed by a meeting of the mission study class, consisting of about fifteen members. The time spent at these meetings is often the most enjoyable of the week.

The two associations are just now publishing a neat and valuable hand-book for 1896-97. Earnest efforts are also being made to send delegates to Lake Geneva this summer.

The present officers of the Y.M.C.A. are as follows: President, Arthur Boggess; Vice-President, C. E. Burt; Recording Secretary, George S. Hoff; Corresponding Secretary, J. R. McKinney; Treasurer, J. H. Everitt.





Mrs. Margaret Osband Stetson.

Against another name of those who were identified with this institution in its early years "the fatal asterisk of death" is set. Margaret Osband Stetson died at her home in San Francisco on January 31. She had been afflicted with a mortal disease for some years, although few of her friends were aware of the fact. She began her service as a teacher in the Illinois State Normal University in September, 1861, and continued in this capacity until her marriage with Prof. Albert Stetson in 1865.

I well remember when I first saw her. I was one of the new students in the Normal school, and scanned with no small degree of interest the teachers who sat behind the desks upon the platform in the old assembly room. It was early in September, 1862. Dr. Edwards was just entering upon his notable career as president of the institution. At his right, just across the aisle, sat Prof. Hewett, and at his left Dr. Sewell. Prof. Stetson, although expected, had not yet arrived. At Mr. Hewett's right sat our dear "St. Thomas," of blessed memory, and at the extreme south end of the platform a lady, who even at that first glance interested me to no small degree.

She had a very pleasing manner indeed, and a quiet dignity united with a certain affability rendered her easy of approach, and yet won at all times a high degree of consideration and respect. She was unusually even in her temperament, and was thus peculiarly adapted to the position of preceptress, whose duties she discharged with great satisfaction for four years.

Her department was especially English Grammar, and I remember with great distinctness the enthusiasm which she was able to arouse in the subject which is too often considered uninteresting if not extremely dry. I do not now remember that in any of the classes a higher degree of interest was ever aroused than she was capable of awakening and maintaining in the classes under her instruction. I am well aware that there is a strong disposition to idealize our early teachers. Our judgments are not wholly reliable while passing through that formative period, and our emotions are easily aroused and attachments are formed which are perhaps more lasting than those made at any other time in our career. However that may be, the principle applies probably as thoroughly to one teacher as to another and

among those early teachers I have always assigned to her a very high place.

After her marriage with Prof. Stetson she continued to be a resident of our community, as he was a teacher in the school for 25 years, not severing his connection until 1887. She never lost interest in the institution and in the work of its teachers and was a very helpful and sympathetic assistant to her scholarly husband during those long years of excessive toil. Her sympathetic nature led her to interest herself as few

others did who were not immediately connected with the work of the school.

It is to be hoped that at no distant day we may be able to secure a suitable picture of our friend so that the new generation of students shall not be ignorant of the face of one who labored under many disadvantages and with much of self denial to lay the foundations of an institution which is now so thoroughly established in the confidence of the public.

JOHN W. COOK.



THE VIDETTE.



But words are things, and a small drop of ink,
Falling like dew upon a thought, produces
That which makes thousands, perhaps millions, think.
—Byron.

The Egyptians left massive monuments as records of their existence; the Greeks, the Parthenon; but the monument from which the historian shall read the history of the school is the regular school paper. In it the distinctive literary talent is preserved: the essay, the oration, the debate, which are but a reflection of the spirit of the school. A paper is one of the most potent factors in the world, and in the world of student life in the I.S.N.U. *The Vidette* has been no exception. Among the distinctive institutions of the school it stands foremost, and the students may well pride themselves that such an excellent paper is managed and published exclusively by them.

Since the high school was abolished, a change in the constitution, which provides that the board of managers shall consist of fifteen members: three from the first year, three from the second, four from the third, and five from the fourth year students was made.

Massive buildings do not constitute a school, but it is the spirit pervading it which shows what the school really is, and *The Vidette* is the reflection of this school spirit. By keeping in touch with former students it retains the spirit of earnestness, sincerity, and loyalty which has characterized this school for so long.

It has been the effort of the managers during the year to make the personal news department as full and interesting as possible, and never has *The Vidette* given better satisfaction in this respect. One of the senior class one day received two letters, one from home, the other from his dearest friend, and also *The Vidette*, and the fact that the latter was read before either letter was opened, is proof of the interest which a Normal student takes in his school paper.

Among the many exchanges it is difficult to find a school periodical which shows more of a characteristic tone and atmosphere. It is well

organized into divisions, and each is ably represented.

Thus the student can find at once what is most interesting to him. The news from the four societies shows what is done in a literary line, and the base ball, football, tennis, and other notes show that the Normal students are taking an active interest in athletics. The alumni, undergraduates, grammar, and local notes have been full of interest to all. Not the least among the new features are the library notes, which give the names of the new books purchased during the month and contain much useful information. Another new feature has been a description of the different numbers of the lecture course the month before the date, and several times, cuts of the various artists have been given.

The special December issue, the contest number, contains the original contest exercises, a cut of the contestants, a vivid narration of the conflict, and other usual and unusual contest news. In June will appear the "Commencement number," containing the baccalaureate sermon by President Cook, salutatory, valedictory, class poem, reports of Senior and Junior class nights, and accounts of all the other joyful happenings which attend commencement.

During the first of the year every number contained excellent original poems by the students, but evidently as the year passed in the busy whirl of school life no time was left for poetry. This was surely a mistake. The poetic element

should never be crushed out of a student's life, and the school paper is surely the place in which to express it.

This year the literary department, enriched by articles by the able educators and alumni, Profs. Barton, Reeder, Dixon, F. M. McMurry, Wallace, Blair, and others, have been of greater interest than ever before. It has contained well written articles by students, among others, Misses Hobart, Yocom, and Mills, and Messrs. Marker, Meyer, Compton, and Thornhill. Each number has contained one article distinctly pedagogical.

The Vidette has been unfortunate in having to change business managers twice during the year. T. M. Birney, the first manager, resigned to accept a position in the Normal High School; L. C. Hinckle, his successor, resigned before the close of the Winter term, to become a law student at the Wesleyan. J. A. Strong was chosen to fill the vacancy, and owing to his carefulness and business ability, *The Vidette* stands on a better financial footing than ever before. *The Vidette* was chosen official organ of Inter-State League of Normal Schools for the next year.

During the year the paper has been under the management of C. M. Echols, as editor-in-chief. The other members of the editorial staff were Elizabeth Hall and Henrietta Pitts, associate editors; E. A. Thornhill, exchange editor, and W. S. Welles, and C. A. Pricer, local editors.

ELIZABETH HALL.

The Warrensburg Trip.

* * * *

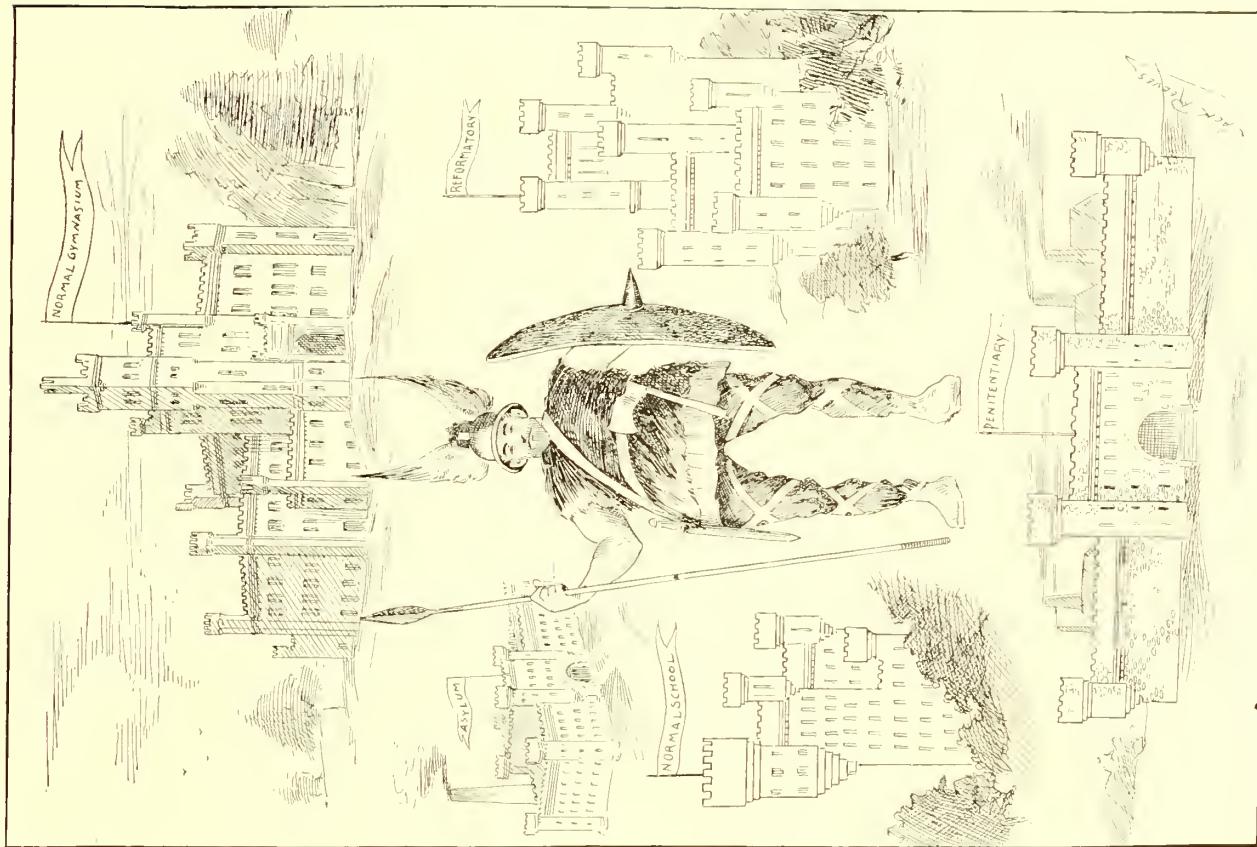
A little girl once took half an hour to say her prayers. Perhaps she was praying that the Limited would stop at Normal in the morning, for it did stop and twenty-one Pilgrims began their journey to the land of Warrensburg. These Pilgrims were accompanied by a much revered and respected (by the Geometry class) Chaperon. As the little girl had not prayed for a special car, the Pilgrims had to travel with the common herd. As soon as "Daylight did once more appear," the Pilgrims made a most furious and determined attack upon certain lunch baskets, in which attack a Pilgrim of the house of Whetsel did forever distinguish himself by the number of pickles and hard-boiled eggs he annihilated. The Chaperon used logarithms to compute the score.

The Pilgrims, now feeling themselves equal to any undertaking, tackled the song "Illinois." The Chaperon tried to impart melody and harmony to their efforts, but finding them beyond the reach of art, retired to a corner of the car and looked as though he had "that tired feeling." The Pilgrims practiced a yell that would have made a

Comanche brave sick with envy and to which the noise of a threshing machine is as the buzzing of a mosquito to Prof. McCormick's laugh. The yell belongs strictly to the I.S.N.U. and is issued only on special occasions.

On arriving in the Union station in St. Louis the Pilgrims were asked by a reporter if they were a party of Christian Endeavorers. The regulations in regard to insanity are not very strict in St. Louis. The Pilgrims were received by the representative of the Missouri Pacific who showed them every possible courtesy. After leaving St. Louis the road follows the banks of the Missouri for almost one hundred miles; the scenery was very interesting and picturesque to the prairie-trained eyes of the Pilgrims.

Forgetting that an apple was the cause of the Trojan war, Kanaga boldly announces that he would give an apple to the first pretty girl he meets in Missouri. Thereupon the Chaperon, with a scornful laugh, asked him if he was asleep at Jefferson City, for there was a perfect parallelogram of a girl. The Chaperon's judgment is to



Our Governor has decided opinions on the style of architecture.

be relied upon and Kanaga never recovered from his regret at not keeping up with the Chaperon.

Two of the pilgrims, Misses Rose and Clananhan, came near being arrested for jumping on trains while in motion, at Jefferson City, but managed to escape the minions of the law by good sprinting. When the pilgrims reached the end of their journey they still had enough strength left to make the natives think that Barnum had just arrived.

Illinois came, saw, and was conquered at the banquet, for did not Whitten take in the banquet twice, the second time with a lady whom "fate tried to conceal?" etc. Miss Steagall's toast did not smell of midnight oil, for the one she had written the night before under the inspiration of the morning star was unfortunately forgotten and left in Normal. The Chaperon responded to his toast in such a graceful, natural, and unmathematical manner that one would think toast his Normal fare. His allusion to the "Pertle-ville peafowl" drew forth rounds of applause. Miss Augustine rendered a vocal solo very acceptably, and Bogardus talked on "Sinking Funds," having had experience in that line. Friday morning was given up to visiting the school and to the business meeting. The reports of the officers showed that the League was in a prosperous condition. In the afternoon the pilgrims visited the great stone-quarries and Pertle Springs.

On this memorable day Miss Clananhan realized how stout some people are, and Miss Steagall

came to a proper appreciation of that classic line, "Mary had a little Lamb-kin."

The contest occurred in the evening. Mr. Wells was the favorite of the audience from start to finish, but the judges didn't see it exactly that way. Mr. Wells' delivery and composition were a credit to the I.S.N.U., and we are proud of him. He received third place.

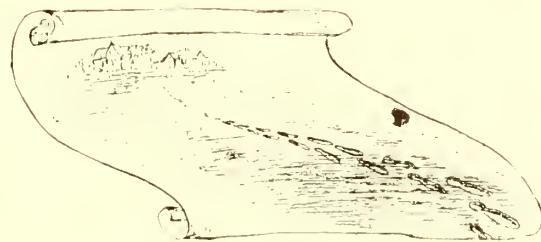
After the contest the Pilgrims in a body made a descent on the depot and captured it at the first rush. While waiting for the train the pilgrims with one accord lifted up their voices and sang, for the benefit of the dwellers in darkness, that grand historic song, "Illinois." This was most admirably executed under the direction and with the assistance of the Chaperon. The Missourians firmly believe that the chaperone is the leader of a church choir in Normal. Several of the Pilgrims stopped at St. Louis to spend Saturday. The remainder, after using Illinois oratory on the gateman, were allowed to take the limited for Normal. The Pilgrims arrived safe at home dusty, dirty, and tired, but feeling that they had "left footprints in the sands of time" which the drifting years cannot obliterate.

All aboard for Emporia in '97!

Ask:

1. Young if he enjoyed his Knapp.
2. Hunt if he enjoyed the scenery.
3. Elliot if it was hard to Ketchem.
4. Miss Hobart how it feels to be locked in.

5. Ashworth if the Warrensburg girls were too much for him, as he did not return with the party.
6. Elliot what made him so nervous from Normal to St. Louis.
7. Kanaga what made him so nervous from St. Louis to Jefferson City.
8. Elliot what made him so nervous from Jefferson City to Warrensburg.
9. Miss Stegall if she can be lost in Warrensburg.
10. Prof. Felmley how wide the Mississippi is. Those who went were Misses Hobart, Steagall, Clanahan, Rose, Augustine, and Rogers. Gentlemen, Felmley, Kanaga, Pricer, Hunt, Whetsel, Stuart, Morgan, Whitten, Young, Shelby, Wolfe, Elliot, Ashworth, Wells, Maxey, and Bogardus.



As Ithers See Us.



COOK. "Words of learned length and thundering sound
Amazed the gazing rustics ranged around."

MCCORMICK. "Full well they laughed with counterfeited glee
At all his jokes, for many a joke had he."

FELMLEY: "And still they gazed, and still the wonder grew,
That one small head could carry all he knew."

McMURRY: "His ready smile a parent's warmth expressed,
Their welfare pleased him, and their cares distressed."

COLTON: "But if he ever got mad he kep' still
and never showed it."

MANCHESTER: "Often bashful looks conceal,
Tongue of fire and heart of steel."

VAN LIEW: "One of the few, the immortal names that were not born to die."

BROWN: "Cunning in music and science."

KEITH: "He knows what's what, and that's as high
As metaphysic wit can fly."

CAVINS: "Short of stature he was, yet strongly built and athletic."

COLBY: "She walks among her girls with praise and mild rebukes."

HARTMAN: "A quiet smile played round her lips
As eddies and dimples of the tide
Play round the bows of ships."

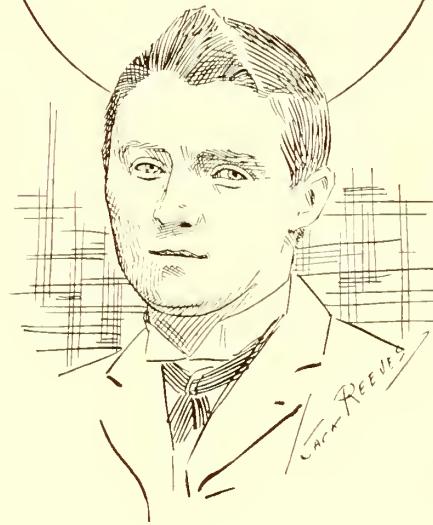
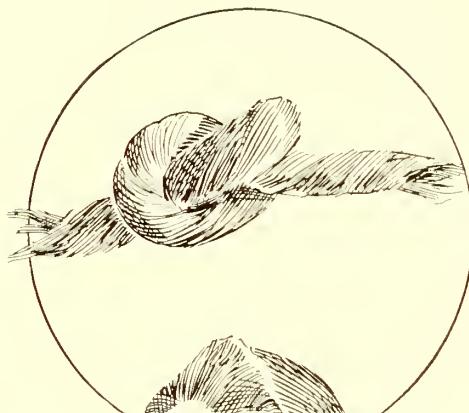
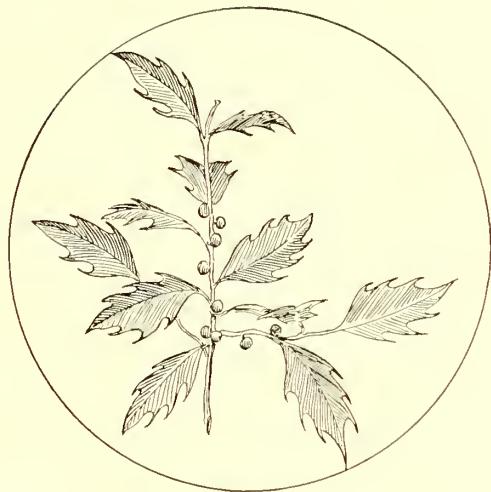
ELA: "By heaven, she is a lovely lady; a fairer never met my eye."

WILKINS: "So womanly, so benign, and so meke."

LUCAS: "Her air, her manners, all who saw admired."

MRS. McMURRY: "She was jes' the quiet kind
whose naturs never vary."

MILNER: "Uncertain, coy, and hard to please."



Studies in Evolution.

E. MAVITY: "If it be a sin to covet honor I am the most offending soul alive."

K. MAVITY: "Looked unuttered things."

VALENTINE: "If she will do't, she will: and there's an end on 't."

POTTER: "A dog rose blushin' by the brook ain't modester nor sweeter."

SECTION A: "The choice and master spirits of this age."

BLACK: "Its the man that does the best
That gits more kicks than all the rest."

BOGARDUS: "A laughing face, fresh hued and fair, where scarce appeared the uncertain prophecy of beard."

CARSON: "'T you think nothin'--jes' keep on,
But don't say it--er you're gone!"

CAVINS: "He laughed like the screech of a rusty hinge."

COHAGAN: "Through fire and flood his book has passed
Fer what?—I hardly dare to ast—
Less'n its still to pamper me
With extry food for vanity."

COWAN: "A base foot-ball player."

FOX: "Jest do your best, and praise er blame
That follers that, counts jest the same."

GALLAHER: "For my voice, I have lost it with
halloing and singing of anthems."

GREAVES: "You're jest content to size your hight
With any feller-man's in sight."

KANAGA: "I aint, nor don't p'tend to be
Much posted on philosophy."

KNOTT: "Never was a gentle lamb more mild."

LAW: "I always argy that a man
Who does about the best he can
Is plenty good enough to suit
This lower mundane institute."

LEHMAN: "The down upon his lip
Lay like the shadow of a hovering kiss."

W. H. D. MEIER: "Tended to his own strictly—
made no brags."

MEYER: "'F I can't think up somepin good
I sit still and chaw my cood!"

O'NEIL: "So wise, so young they say do not live long."

JOHN PAGE: "Ef I only had my ruthers
I'd know some sense and some baseball."

JOE PAGE: "I've saw young men that knowed it all
And didn't like the way things went
On this terrestrial ball."

PIKE: "I've allus noticed grate success
Is mixed with troubles, more or less."

PRICE: "He was six foot o' man A1,
Clean grit an' human natur'."

PRICER: "You allus kind o' pear to me
What all mankind had ort to be—
Jest natchurl."

PEAIRS: "Doing nothing to repent,
Watchful and obedient."

QUICK: "Books were his passion and delight."

SHAUB: "Plague! Ef they aint somepin in work
'at kind o' goes agin my convictions."

STRONG: "Meager were his looks: sharp misery
has worn him to the bone."

THORNHILL: Then he will talk: good gods! how
he will talk.

WHETSEL: "Thare is times, when all alone
I work out ideas of my own."

WORLEY: He is the very pineapple of politeness.

ANNA ARBOGAST:

SADIE ARBOGAST: "Let's go hand in hand, not one
before another."

BLAND: "A rose with all its sweetest petals yet
unfolded."

BULLOCK: "Such a war of red and white in her
cheeks."

CAMPBELL: "I've seen grand ladies plumed and
silked,
But not a sweeter maiden."

CARPENTER: "That what she wills to do or say
Seems wisest, virtuousest, discretest, best."

LUCY CLANAHAN:

MYRTLE CLANAHAN: "Their pa 'lowed
He don't know whether
He's most proud
Of one er th' uther."

CHENOWETH: "She is all innocence."

CHISHOLM: "Laugh and grow fat."

COEN: "Her voice was ever soft, gentle, and low,
an excellent thing in woman."

DICKEY: "Of all the floures in the mede
Than love I most these floures white and red
Such that men callen Daisies in our town."

ELDRED: "Too sweet for anything."

GRAINEY: "Her modest look a cottage might
adorn."

HARPSTRITE: "All kind o' smiley round the lips
And teary round the lashes."

HARRIS: "I stabbed with laughter."

HIMES: "And all her hopes, and all her pride,
Are in the village school."

HOBART: "For if she will she will--you may de-
on it,
And if she won't she won't--and there's an end
on it."

The Index.

HOLLY: "A rosebud set with little wilful thorns.
and sweet as English air could make her."

KATES: "When she had passed it seemed like
the ceasing of exquisite music."

KUHNS: "Softly her fingers wander o'er
The yielding planks of ivory floor."

MOULTON: "You know I say
Just what I think.
And nothing more nor less."

NIXON: "What's the use to pray fer her,
She don't need no prayin' fer."

PERRY: "She is a pearl, whose price alone has
launched above a thousand ships."

QUIGG: "She went with stately steps along."

REID: "Not much talk--a great sweet silence."

RUHL: "Up, up, my friend, leave you're books,
Or surely you'll grow double."

SABIN: "And with unwearied fingers drawing
out the lines of life from living knowledge hid."

SCHAEFFER: "Bright child of destiny."

STEAGALL: "Those about her, from her shalt
read the perfect ways of honor."

TRAVER: "Thou hast no faults, or I no faults
can spy."





Daily Recreations.

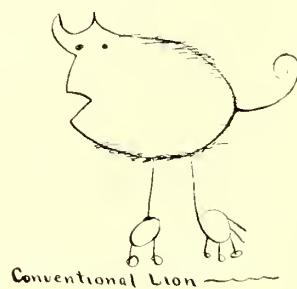
ILLUSTRATIVE.



The illustrative class has not furnished a condition favorable for making a collection of glittering gems, though the flashes of silence have sometimes been attractively brilliant. We have mastered the psychology of reading, and if the term had been longer the psychology of several other things would have shared a like fate. Even as to that deeply poetic English gentleman the meanest flower that blows might often give thoughts that lay too deep for tears, so to us many of the things we have seen in this class have given us thoughts which we seemed never able to express. We have seen the beginnings of art and of literature, and have compelled 'em to yield up their psychological significance. Robinson Crusoe is a greater man than he ever dreamed of being, and the Old Woman and Her Pig has attained an immortality the class of '96 need never hope for.

In the realm of art we have been much interested, and a few examples are here given of some gems that we gathered.

This is a conventional lion, each stroke in the execution of which has its peculiar significance. Its very aspect is that of ferocity and rapacity. The fact that it is a biped adds to, rather than detracts from, its beauty and symmetry. The distribution of the mane and eyes, the open mouth, and the very cut of the tail, are instinct with significance and fairly bristling with the characteristics of this noble biped.



We here give some pictures of R. Crusoe as the children imagined him on his island home. The variety of treatment is characteristic of the different schools of art, showing well-known national tendencies in the form of expression. We shall allow

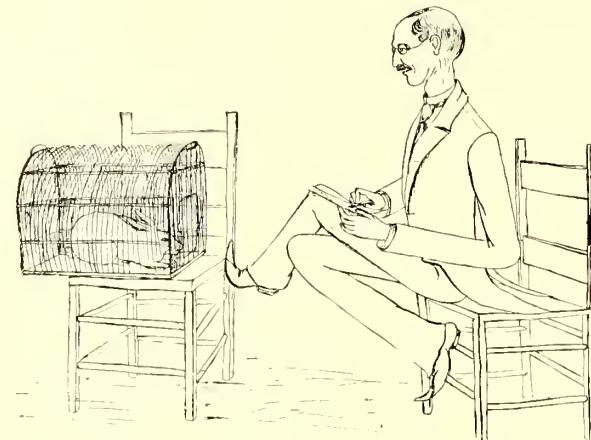


the gentle reader to indulge his own imagination as to the various schools represented, as he will probably think his own explanations more interesting than ours.

At another time Mr. Pike demonstrated his inability to make a rabbit eat apple bark to order. Later we gathered in the presence of a deceased rabbit's head and explained the mechanical principles underlying the construction of the aforementioned *caput*. This was really interesting, and it seems too bad that such a convolutionless brain was ever tucked into a head so skillfully made.

We decided that number is a very mysterious affair, and that we can recognize mass or multiplicity without thinking of number even when the number is less than several. As usual, it took Quick a long time to see it, and Strong failed entirely to recognize himself after admitting himself all alone to be a crowd of fifty-six. The fact that the common things of life are the most mysterious is growing upon us, and after our year's philosophical meditation and lucubration some of us may wake up to the fact that the "common" branches are chuck full of mystery.

Then in the manner of the Batrachomyomachia, but not without great effort, we re-minced the doctrines of effort and interest, and concluded that with divided attention and multiplied effort we can do most anything if we will only add perseverance and subtract all other attractions of the flesh. As a crucial test several of the gentlemen are trying to learn to dance, believing thereby that their pedagogical value will be increased. To look at them no one would ever suspect them to have any ability in the line of the light fantastic. But looks is deceivin' sometimes.





Faculty Orchestra.

PSYCHOLOGY.

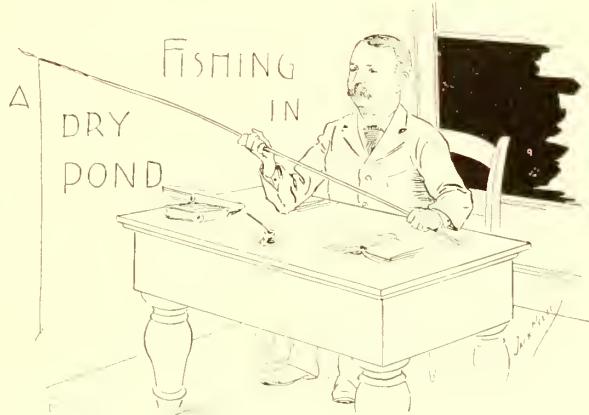


Our course of study, like the traditional small boy, saves the best for the last. Hence it is that not until we reach our senior year are we initiated into the wonders of the three educational authorities—John Cook, John Dewey, Johann Karl Friedrich Rosenkranz—although in our more youthful years, during General Exercises, we have been permitted to catch some faint glimpse of the glory awaiting us.

It has been difficult for most of us to conceive of a time when there was no Rosenkranz. But Mr. Cook does not want us to think of it in that way. He asked us one day what we saw when we looked at this green book, rather dampening our enthusiasm at the same time by saying he sometimes feared we saw very little when we looked inside of it. What he wanted us to realize when we looked at the book was something like this: Once upon a time there was a man in Germany named Rosenkranz. The thought came to him one day, “I must write a History of the Philosophy of Education.” So he sat down, pen in hand, and labored many days. Some days he could not write—“the subject must take its time to awaken him.” At last it was finished. It was taken to the printer’s press and was treated just as any other book. But we could bear no more. It exalted the man, but it seemed like sacrilege to our book and it was a bitter blow to find that it was not really one of the first creations.

The hard work we have had to put on it, the digging we have had to do, the mental sweat we have dropped on it, have had their own joys and compensations. It has been

"nuts and raisins" notwithstanding the difficulty of getting it out of "ecstacy into English." Mr. Cook has an uncomfortable habit of thinking we mean just what we say at such times. He says it is the only way he can be just, and I suppose it is, but it is dreadfully hard. He even went so far as to tell Mr. Whetsel that his "sense was nonsense." Perhaps if Mr. Whetsel could have put his recitation to music it would have



sounded better. I know we said once in the class that words did not sound half so silly when sung as when spoken.

We are a delightful class, but we have some faults. For instance, Mr. Cook does not agree with Shakespeare at all that a voice, "soft, gentle, and low" is an excellent thing in women, or men either for that matter, for he really seemed a little impatient the day he asked Mr. Law where his voice was and if it was "at home boxed up in lilies and spices."

Then there are times when the sparks will not flash across and kindle the idea that will start the word he wants. We have sometimes been reminded on such occasions of a man with a cork screw trying to extricate that other "stopper."

It evidently brings to Mr. Cook's mind another image, for one day he said, dejectedly, after such an effort, "Well, that seems to be fishing in a pretty dry pond."

Then, too, our abstract ideas are all abstract; those which are *concrete* are *concreté*. Our ideas of art seem to crystallize into chaotic forms if Mr. Cook even thinks of asking for a definition. Even the general notion sometimes becomes so general that it almost gets away.

We have had reason to feel very anxious about two members of our class—Mr. Greaves and Mr. Carson. They have both had a "tendency." Mr. Cook spoke right out and said that Mr. Greaves was threatened with thinking, when he was capable, in spite of the houses, of seeing the town in the "bluecoats" that walk around our city streets. We are afraid Mr. Carson is troubled in the same way, for an inquiring mind must be thoughtful. We extend our hearty sympathy to them, but cannot appreciate fully their condition, having never been so afflicted.

The work has been highly practical, especially on the subject of discipline. We have learned that a pupil should never be punished for general cussedness. But Mr. Meier brings to us, out of his experience, we suppose, the good news that the early impulses of children are easily "switched off."

We have learned a great deal about ethics, too. Some of us are becoming discouraged since we know that brains are essential to an ethical character. We are becoming impressed, too, with a new conception of justice. We cannot escape our deed. It will return upon the doer. We may take our deed up some dark alley and leave it there and go home satisfied, but when we get up the next morning there is that deed sitting out on our front porch.

As to its effect on our professional work, time alone can reveal the outcome of our study. Along other lines already we can see results. We have not heard that any of the young men are learning to play billiards, but a number of our men and maidens helped bravely in the Virginia reel at the Ciceronian reception. One discussion of the psychology of baseball took most of the class to see our boys nearly beat the Lincoln team.



Judging from these effects, we feel safe in predicting that when we go out to teach we shall not be found so raw and un-Cooked as our poor fellow-teachers who were not so unutterably blessed as to be a member of the glorious class of '96.

P. S. Our worthy teacher of *Rosenkranz* indulging in youthful oratory, as he tells us he did long, long ago.

AN HOUR IN GEOMETRY.



Prof. D. F. finds his fifth-hour class awaiting in fear and trembling, as he enters with a significant smile, which we interpret as an inward chuckle of the Prof.'s, in contemplation of the flunks in store for us within the next forty-five minutes.

Mr. Mize, Miss Himes, Miss Campbell, and Mr. Black are assigned work at the board. But Mr. McKinney, Miss Pitts, and Miss Edith McCrea report in a chorus, "Mr. Black is not here."

"Well, he's out browsing around for a school, and evidently having a hard time of it," comments PROF. F. (*This is mathematical sarcasm, and all of the remarks of our admired professor are to be interpreted from that standpoint.*) "While the board work is being prepared, Mr. O'Neil may give the propositions in Book VI., which were assigned for review."

In justice to the mercy of the Prof., we should say that the above is not to be interpreted to mean that he assigned a whole book in review for any one lesson. On this particular day, he had specified only twelve propositions with their fourteen corollaries, in connection with seven propositions in advance, including thirteen corollaries and eight exercises.

Mr. O'Neil gets through with the propositions, with three or four corrections, but fails on the corollaries.

PROF. F.—“This isn’t Mr. O’Neil’s day. He made a good recitation yesterday, and of course it isn’t expected that he will be prepared two days in succession. Mr. C. A. Pricer, corollaries.”

C. A. P. makes a nice little speech about bisectors equidistant from the vertices, may be circumscribed about a regular polygon of n sides; concluding in a triumphant tone of voice.

Mr. P. is reminded that he is verbose, has shown great ingenuity and skill in combining a lot of words which do not mean anything, and that he may try it again, giving the four corollaries, but one at a time, and not try to give them all at once.

Mr. P. tries it again, stating what he believes as Cor. I.

PROF. F.—“How many think what Mr. P. said is true?” (Several hands.) “How many think what Mr. P. said is not true?” (More hands.) “How many, like Mrs. Carpenter, don’t think?” (No hands.)

PROF. F.—Mr. P. does not know what a regular polygon is; tell him Miss Shaeffer.

MISS S.—It is one ——

PROF. F.—*It is one!* I don’t know what *it* refers to; begin again please, omitting the pronouns.

MISS S.—A regular polygon is a polygon whose angles are similar.

PROF. F.—I don’t know what similar angles are.

MISS S.—Whose angles are equal.

PROF. F.—Yes, equiangular, go on!

MISS S.—And whose sides are equidistant.

PROF. F.—Equidistant from what?

MISS S.—I mean whose sides are equilateral.

PROF. F.—Yes, a little more practice Miss S. and you will be able to tell the truth.

PROF. F. (*Turning to board*)—Now the work at the board.

Mr. Meier may begin.

Mr. M. begins.

PROF. F.—Before we have this work, Mr. Bogardus may put on the original exercise assigned for yesterday.

MR. B.—I can't do it.

PROF. F.—Who can? Only one? Well, Mr. Bumgarner.

PROF. F.—Also, the exercise about concurrent lines. Mr. Ashworth.

Mr. A.—I'm not prepared.

PROF. F.—Mr. A has not yet fully recovered from his Warrensburg saturnalia. Who can? Only Miss Holly—here are some splendid unimproved opportunities to show the superiority of the masculine mind.

At this juncture Miss Cooper asks, (being previously posted,) "May we have exercise 627 explained by some one?"

PROF. F.—Very well, who has ex. 627?

H. E. Kanaga's hand waves in triumphant solitude, and he is allowed to put the explanation on the board.

Once more Mr. Meier begins his demonstration which he ultimately accomplishes after some ten minutes of laborious effort, and is rewarded by the consolation, "Some people like to do work in the hardest way. Blessed be drudgery is their motto."

Miss Taylor is asked how to erect a telephone pole which will be exactly vertical.

MISS T.—Make it perpendicular to the ground.

Mr. Warner is asked to prove prop. XI.

Mr. W. begins the demonstration with his usual pomposity and deliberation. And we might remark here that a very commendable characteristic of Mr. W. is, that, no matter how long or how difficult the proof, whenever he is called upon he always responds



Studies in Evolution.

by *beginning* the demonstration. Miss Cleveland is asked to go on from this point. She proceeds without interruption until she says something about an angle subtending an arc.

PROF. F.—Whats that? what should she say, class?

CLASS—Intercept.

PROF. F.—Miss C. don't know what *subtend* means. You study Latin do you?

MISS C.—Yes, sir.

PROF. F.—Yes, that is the great benefit derived from Latin. It helps you to see the meaning of words.

Mr. Cavins and Miss Sullivan have forgotten that this proposition has any corollaries, and are reminded that they who carry Geometry usually get the corollaries. But the last bell has rung and all are glad that one more “hour in Geometry” is over.



THE LIBRARY.



“O books, ye monuments of mind, concrete wisdom of the wisest,
Sweet solace of early life, proofs and results of immortality:
Trees yielding all fruits, whose leaves are for the healing of the nations;
Groves of knowledge, where all may eat, nor fear a flaming sword:
Gentle comrades, kind advisers: friends, comforts, treasures,
Helps, governments, diversities of tongues; who can weigh your worth?”

Emerson argued that every college should have a professor of books, some one who has spent much valuable time in finding out what ones are good. No doubt such a chair is of great value in connection with a library filled promiscuously with all sorts of books, such a library needs some one who is able

* * * “To try, then know, the good,
To discern weeds and judge of wholesome food,”

and who can save young persons useless labor and valuable time. But in our own library a professor of books is hardly necessary. All its additions have been made so carefully; all pseudo-literature has been so sedulously avoided that an inexperienced person need have no fear of going astray and spending time reading worthless stuff. The aim has been a good library, rather than a large, indifferent one.

At present the library contains 10,000 bound volumes and 2,500 pamphlets. During the year just closed the addition was over 1,000 bound volumes. The circulation has gradually increased, until now it is 25,000 yearly.

The pedagogical and psychological departments have received large acquisitions, until now we compare very favorably with other normal schools in literature of a strictly professional character. The improvement of the last five or six years has not been confined to these departments alone. Valuable additions have been made in all departments, especially those of science and reference.

The teachers of the state are beginning to recognize the valuable aid to be secured by keeping in close touch with the librarian. In building up libraries in the public schools, Miss Milner's long experience is of the greatest service. The benefit of this experience may be had by any teacher in the state simply for the asking. Miss Milner spends no inconsiderable time in preparing lists of books for this purpose. The close connection of the library with the grades of the Model School make her suggestions doubly valuable, as they grow out of actual experience.

Ultimately the library is to be given a permanent home in the gymnasium building. Its present quarters are far too small. Although we lament to see it taken from the main building and placed somewhat remote from the center of the school, we feel that the conveniences will more than compensate for the disadvantages. In most respects the library is now in good working condition. With a complete system of cataloguing, and assistants who have served apprenticeships, we are securing all that any library can give.

Even the department commonly designated as "delinquents" is running full force. This fact causes no little worry to our estimable librarian, but we are inclined to think that she does not seize the situation in its universality. The cause of delinquency is not to be found in the doctrine of "total depravity," but rather in the love of books, those "sweet solaces of daily life." When we read a good book we always feel that it was writ-



ten for us alone. We develop the feeling of ownership, and dislike to allow our treasure to lose its individuality in the crowded shelves of the library. Indeed, if we were asked to formulate a law with respect to delinquency we should say: The love of books, hence culture, increases proportionally as the delinquent list increases. This may seem heresy to some, but long experience as a delinquent warrants such an inference.



SCIENCE.



The modest subject of this sketch was born I know not where nor when. Had his natal day dated far back in the shadowy ages when superstition clouded men's lives, threw a thick veil of mystery over all great events, and heralded the birth of the heroic and great with planetary irregularities and portentous phenomena--had he been born, I say, in that remote period, tradition would have told us how nature deported herself. But history as well as tradition is silent, and we harbor the supposition that that day was not unlike many other days, that nature conducted herself not unseemly, and that Prof. McCormick's traditional earth "performed its daily devotions." We are forced, therefore, to the conclusion that he is of later origin.

But if we could delve into the social mysteries of the lower forms in the scale of creation; could we but speak with the tuneful frog--happy and full of gossip despite the fact that millions of his ancestry have hung "high as Haman" before the omniscient eye of Section C. and with inexpressibly vicious kicks and unvolitional gyrations, forced upon the receptive mind of said section the conclusion that there are either some elements of truth in the reflex action theory--or that the pinching of frogs' corns will provoke violent remonstrance even from the dead; could we but converse with the patient claim, whose ancestry have in such multitudes, like the great Cæsar, wrapped their mantles about them and received the pitiless dagger-thrust; could we but hold communion with our feline friends whose mighty yawl reminds us of his terrible bereavement, and wish the other countless forms of animated nature whose representatives--

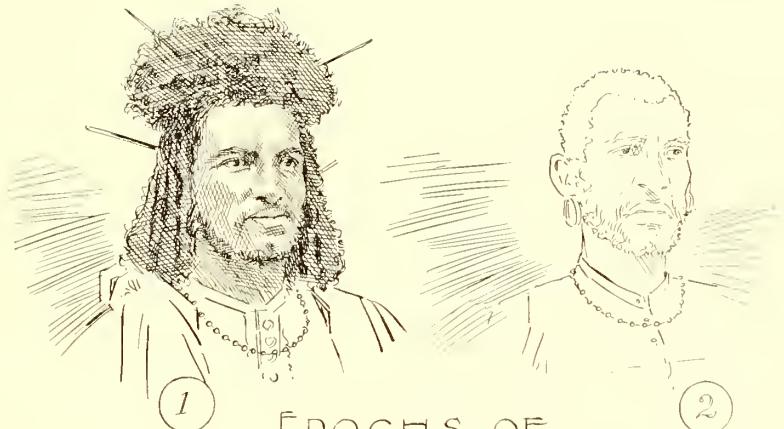
martyrs to the cause of education—have found their way to the museum of natural history; they would no doubt “a tale unfold whose lightest word would harrow up our souls.”

They would recount how on a certain well-known day—well-known because it marks an epoch in frog history—there was born into the world one who, on coming to maturity, went about in the kingdom of nature “seeking whom he might devour.” We might be able, therefore, with certainty to fix upon that day as the birth-day of our honored Prof. B. P. Colton.

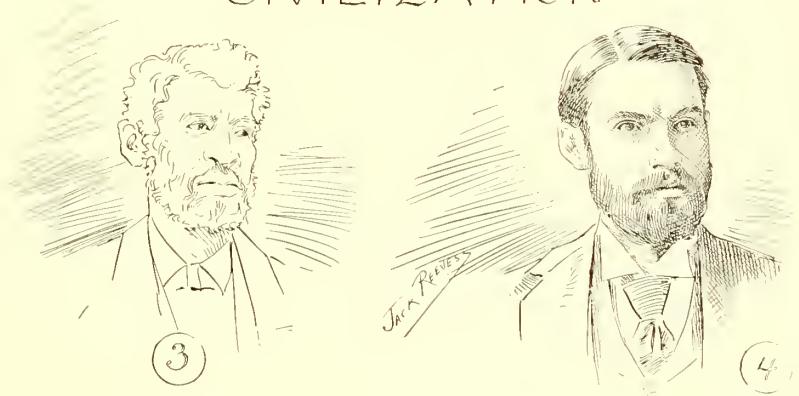
Since then many a bird has ceased to sing; many a bull-snake has revealed to wondering students how he “lived and moved and had his being;” and many a beetle has felt the merciless pin go crashing through his vitals. In short, Mr. Colton’s name has become such a terror to the insect world that there is no doubt but that many an insect mother has exacted obedience from wayward and self-willed sons and daughters with the awful warning “The professor will get you if you don’t watch out.”

Still, what is loss to these lower forms of the animal kingdom, comes to us as gain. They die, that our intellectual life may be fostered. We are taught to believe that the mission of all animals is to do as much good as possible, and that that highest standard of usefulness is attained by these little animals, when by their death they minister to our intellectual growth. The goal of life to them is, therefore, the dissecting table. How unfortunate that St. Patrick did not grasp this truth. The encouragement of zoological study among his people would have been a much easier solution of his difficult problem.

Who does not recall with pleasure, the incidents attendant upon the picnic excursions to the “Y.” and the “Dells?” On such occasions, Mr. Colton is at his best. With an enthusiasm unembarrassed by deep water, thick mud, steep hills, or overladen lunch baskets, and with a superabundance of good nature and native wit, that bubbles forth as water from the spring, he fills one with an almost insatiable desire to catch every bug in the woods. He is a leader one likes to follow.



ÉPOCHS OF CIVILIZATION



But better still, his good nature does not desert him when he returns to the laboratory, excepting such occasions as find us remiss in our duties. Dire vengeance is unstintingly visited upon those, "regardless of race, color, or previous condition of servitude," who do not speak distinctly, forget to bring drawings to class, or obstruct the line of march to the microscopes.

Much might be said of the excellence of the work done under Prof. Colton. True, it is very limited in quantity, but is excellent in quality, and the inspiration one receives for more comprehensive investigation and study, can but have a wholesome effect, and draw him into closer sympathy with nature.

After all, what greater things can be done for us, than the planting and cultivation in our minds of those germs that shall develop and yield for us as fruitage, that love for nature that shall expand our natures, and broaden our sympathies!

The power to appreciate those subtle decorations with which the Great Architect has, from his illimitable resources, adorned the earth, is a source of much enjoyment. The individual thus attuned in harmony with nature, never lacks society, but

"Finds tongues in trees, books in the running brooks,
Sermons in stones, and good in everything."



Echoes from the Department of History and Geography.



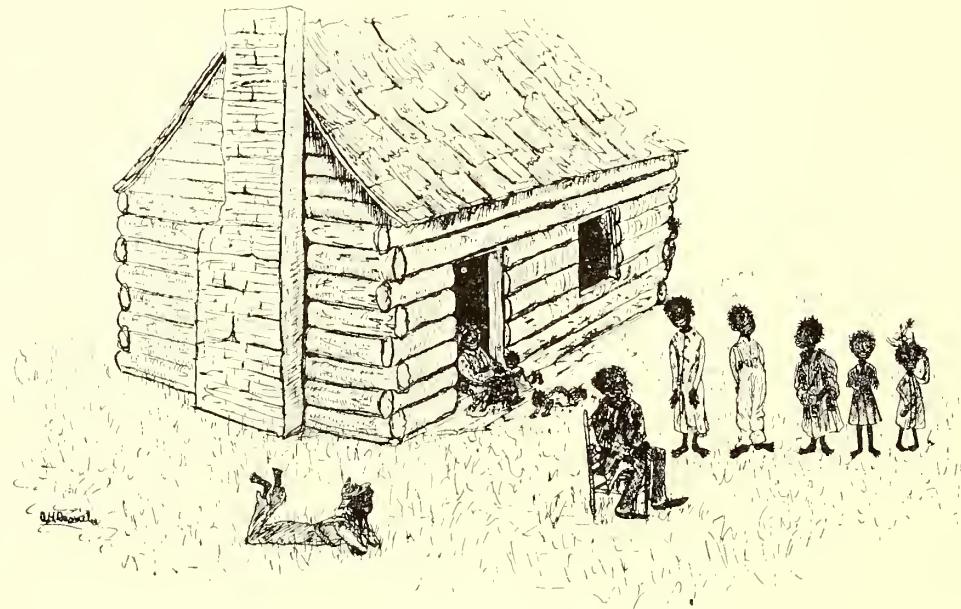
BY J. SHORTHAND.

Rosenkranz says in his primer that the teacher has arrived at the highest point of ability when he can make use of all means from the loftiness of solemn seriousness, through smooth statement, to the play of jest. The mystical German certainly had in mind such a personage as our Professor of History and Geography. For where else in the I.S.N.U. is the man who makes us grow so fat with laughter as he propounds in "solemn seriousness" some humorous story?

These illustrative stories are not confined to any one subject. Many of them serve duty in different subjects. Sometimes, it is true, that after dinner we are unable to get the exact connection, but we know that is our own fault alone. Following is an illustration of corn cracker life in the Georgia pine lands. (This was given in the civic's class) Thirteen children, according to the professor, constitute a very ordinary family down there. Let the artist tell the story. Skill in exciting curiosity is an attribute of this man. One class is still searching the natural science department of the library to find an answer to the following questions: "What are the pope's bulls, and how came he to have any cattle?" "What kind of a mule is a spinning jenny?" This is doubtless the attempt of the institution to correlate history and science.

"Why," said the professor, one day as he was giving a description of the Holy Land, "people over there regularly engage in raising chickens, and for fifty cents any tourist can buy the rooster that cackled when Peter denied his Master."

In speaking of Virginia life in colonial times, he says: "Daddyism was at a premium in those days." The same day, in describing the Salem delusion, he said: "No one was ever hung for owning that he was a witch, but because he would not own it." Every class, from A to F, is enlivened by these sallies. "This," said a pupil one day in the



geography class, is a map of Lake Erie." "Is it?" said the professor, "Why, really, I thought it was a chicken trying to swallow a toad."

But this article must not pass without giving Hinckle's brilliant scintillation in the the Mediæval History class:

PROF.—“Mr. Hinckle, what could be seen in England at the time of Stephen and Matilda?”

HINCKLE—“Democracy’s emaciated form could be seen making its appearance amid the political *debreeze*” (debris).

The explanation for the remarkable statement is that Hinckle had been writing an oration, and being asleep when called upon, lost his mental balance and gave one of the glowing periods of the oration.

When the INDEX man asked me to write an account of the jokes emanating from the department of history and geography, I thought of it as only a huge joke. But the task has been no joke. There is but one classification for jokes, viz: Those that are really funny and those that are meant to be. After long, laborious study and comparison of the characteristics of the two classes, I have decided that the jokes I am dealing with belong wholly to the funny class and must be laughed at.

The professor is one of the most tender hearted of men and a thorough believer in the amenities. Sometimes he wanders off into telling us of the bad manners of the town boys. One day when he was out walking with a lady two or three upstart young men nearly brushed the lady off the walk. Said he, with a glitter in his eye, in telling the story, “I tell you I reached for a shillalah, but she caught my arm; I could have spanked that boy to the glory of God.”

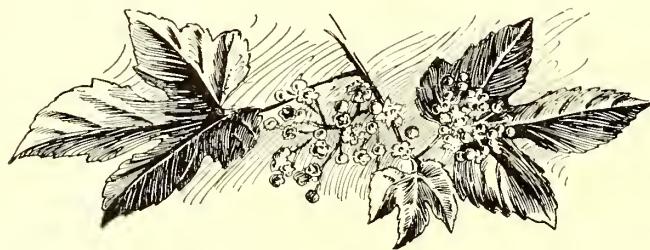
“Solomon’s lilies are tramps,” Mr. McCormick declares, “for they toil not neither do they spin.” “That,” said he, in referring to a sketch by a first term pupil, “it would be no sin to fall down and worship, for it resembles nothing in the heavens above nor the earth beneath, nor the waters under the earth.”

Now it is very likely that to some questioning mind will occur, “What are these stories good for?” Shades of the departed! Is it possible I am asked such a question? Well, in the first place, they are classics for they have stood the test of time. Second, they were produced in the childhood of the school. Third, they are of use in developing

The Index.

Normal students at a certain stage of their intellectual life. Now, it is very possible that publishing these paragraphs will lead to a research for new classics. If such should be the case a great work is accomplished. While those we possess are very valuable, yet it is true in pedagogy as in other things that to preserve interest we must have new and fresh material. I can not, for want of space, tell all the funny things. Those I tell must stand for a very large class.

I will now close by explaining the picture the artist has sketched for us on the next page. The professor is giving his ideas of oratory and illustrating his ideas by action. Happily for the art of oratory the artist caught him in each of the attitudes and gives to the world what he saw. With his great ideas about oratory what a magnificent speech the professor might make if he only would.





Senior Class Night Program



In accordance with the following clause in Her Royal Highness' proclamation, to-wit:

“Hear ye, furthermore:

“In as much as dramatic art has been in a state of decadency the court hereby decrees that in order to foster this cherished art Her Royal Highness and the courtiers will be assembled in the court theater on the fifteenth day of June, eighteen hundred ninety-six, to witness a tragical-comical-historical-pastoral-pedagogical performance penned by artists to be elected by the subjects. This play to be performed by the subjects of Her Royal Highness.”

Her obedient dramatists and faithful subjects submit the following:

“Normal School Life.”

“A Pastoral-Comical, Historical-Pedagogical, Tragical-Historical, Tragical-Comical-Historical-Pedagogical account of a few of the happenings during the school course of one Normal Student.



The question is not as to the number of hours spent in work and their position in the twenty-four, but as to the quality of the work.—*Rosenkranz*.

The Index.

PERSONS REPRESENTED.

Students, Men.

Earnest Dale	Frank S. Bogardus	Claude Worley	Ed. Worley
Algernon Similitude	Ed. Prince	Jacob Skeeter	Wm. J. Whetsel
Jesse Schwartz	Jesse Black	Gorman Apgar	Ralph Peairs
Johnnie Bogardus	Joe Page	Chas. Porter	Ernest Knott
Frankie Fox	H. B. Price	Ned Copeland	Elzy Cavins
Lawrence Gallahad	L. T. Gallaher	Perry Wilson	H. E. Kanaga
Jack Pricer	C. A. Pricer	Tommy Greely	Thos. Greaves

Students, Women.

Minnie Posey	Flora Campbell	Daisy Steen	Sadie Arbogast
Estella Allen	Laura Holly	Gertrude Wright	Charlotte Kates
Grace Harmon	Daisy Dickie	Jessie Andrews	Anna Arbogast
Prudence Eversole	Lillian Chenoweth	Lucinda Peachblow	Lucy Clananan
Jean Harper	Mary Florence Hobart	Maria Peachblow	Myrtle Clananan
Iris Barton	Mrs. Carrie Carpenter	Cordelia Stout	Ruah Coen
Floy Flunk	Emma Harpstrite	Alice Long	Myrtle Ruhl
Agnes Whitted	Elizabeth Schaeffer	Judith Strong	Lila Reed
Edith Robinson	Pearl Perry	Rose Prim	Jessie J. Bullock
Mae Henderson	Alice Eldred		

Faculty.

Pres. Logos	E. W. Quick	Dr. Van Derby	Alan D. Cowan
Prof. McCash	John Page	Prof. Mansfield	Philip Shaub
Miss Coulton	Jessie Himes	Prof. Coleman	Paul Lehman
Miss Hartley	Ella M. Harris	Mr. Keeley	O. S. Meyer
Prof. Flemish	Harry Fox	Mr. Green	W. H. D. Meier
Dr. McMeister	J. Arthur Strong	Training Teacher	Mary M. Steagall

Pupils in Training School.

Peggy Goodwin	Rose Bland	Molly Day	Ruby Traver
Lucy Lovely	Eva Chisholm	Tommie Sawyer	W. H. D. Meier
Polly Petite	Jessie Grainer	Johnnie Fizzletop	N. D. Pike
Sally Short	Iva Quigg	Hans Brinker	Philip Shaub
Jennie Jones	Marie Moulton	Polonius Longbreath	E. A. Thornhill
Miranda Mosely	Anna Nixon	Georgie Cass	Jas. O'Neill
Belle Bunch	Mary Sabin	Peter Quince	A. C. Cohagan

Others.

Kate Hopper	Ada Kuhns	Papa Trunk Hauler	Chas T. Law
	Dave, Pat, and Uncle Levi		

ACT I.

First Year—Scene I. His First Glimpse.

Scene II. Picture of Club-life.

ACT II.

Second Year—Scene I. A Critique Lesson.
Scene III. Teachers' Meeting.

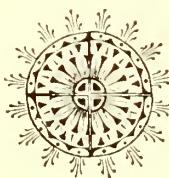
Scene II. Tennis on the Campus.
Scene IV. In a Girl's Room.

ACT III.

Third Year—Scene I. A Society Quarrel.
Scene III. In a Boy's Room.

Scene II. The Faculty Club.

Dramatists—Florence M. Hobart, Mary M. Steagall, Laura Holly, Jessie J. Bullock, J. A. Strong, William Ernest Knott, J. A. Keith, Ambrose B. Wight, Edward W. Quick.
M.M.S.



Junior Editorial



Looking back through the fog and mists of time we can behold the Juniors shrinking terrified, crouching beneath silent books, as the members of the faculty cast their eyes across the room on the morning of our entrance.

In advancing from this, the period in which "we knew not Joseph" some got Rousseau's "things false" for "things true," some fell while bravely fighting the Peninsular campaign, others carried their spelling-book before the oracle to obtain what the future had in store.

There was the thought Concept and Progress, Measurement and Partition, Macbeth, and As You Like It, "Mud," and the content of geography, all of which are mountain barriers to rapid progress, but the accomplishment of which is the beginning of advancement.

We faithfully "pressed ourselves against their moulding influences" until our ranks are composed of students, from all sources, so much alike, that, notwithstanding the great differences of time, of place, and circumstances by which they entered, they all strive to bring about the best results. No one doubts but that it is the Juniors who have performed the essential part in the undertakings of the past year.

However similar in its general appearance, the entire section consists of quite a variety of talents. We have not as yet developed ourselves completely in any particular department of school, but our peculiar individual characteristics are many.



The Mathematical Department enjoying Prof. James' Lecture on Bismarck.

We cite those who are interested in our prosperity to the general work done in society, contests, and other school enterprises. It would be going too far to say that we have been, on every occasion, in advance of other sections. The Seniors at various epochs, have outstripped us in—numbers and psychology, and in accordance with the manners and customs of the institution, the minor contest and greatest space was given to the lower sections; but on the whole it must be conceded that whenever the Juniors made a firm determination to succeed, they soon came up with, or passed, all their rivals.

Not only is the above true, but those ideas, those theories and underlying principles, which promote the general advancement, have, before they could be transplanted to other lands or benefit the common stock, been obliged to pass through the ranks of the Junior.

It has been asked, and is even now disputed, whether the Juniors are a good or evil? One party looks upon us as an organized body, teeming with mischief and as of little consequence, while another lauds us as the only means by which they can attain the highest dignity and excellence.

During the past year some did not get their county properly organized, some lost their power of retention and apperception, some fainted in physiology, others could not overcome that silent but solid force of geometry.

Nevertheless, after passing through this second refinement under the law of the "survival of the fittest," we hope to be a model for those who follow us and do honor to those whose place we shall soon occupy.



Junior Class Night

OFFICERS:

GEO. W. HUNT, Captain.

EDITH MCCREA, Army Roll Master.

INSTRUMENTAL SOLO. (a) "Confidence,"
(b) "A Holiday,"

—Skinner

EDITH MCCREA.

REVEILLE, MISS SWANSON

ROLL CALL, C. H. ALLEN Serg't

MILITARY DRILL, THOS. W. TIPTON, Drill Master

MUSIC, ARMY WARBLERS

CAMP SCENE I.

CAMP SCENE II.

CAMP SCENE III.

TAPS, MISS SWANSON

RECESS

VOCAL SOLO, "The Night Bird's Cooing" LILLIAN ABBOTT

RECITATION, "The Portrait" BERNICE TRAINER

CLASS POEM, VIRGINIA TAYLOR

TEACHER'S MEETING.

VOCAL SOLO, DR. C. C. VAN LIEW



❖❖ The Lower Section.❖❖

“There’s always the wealth of summer,
When the promise of spring is past.”

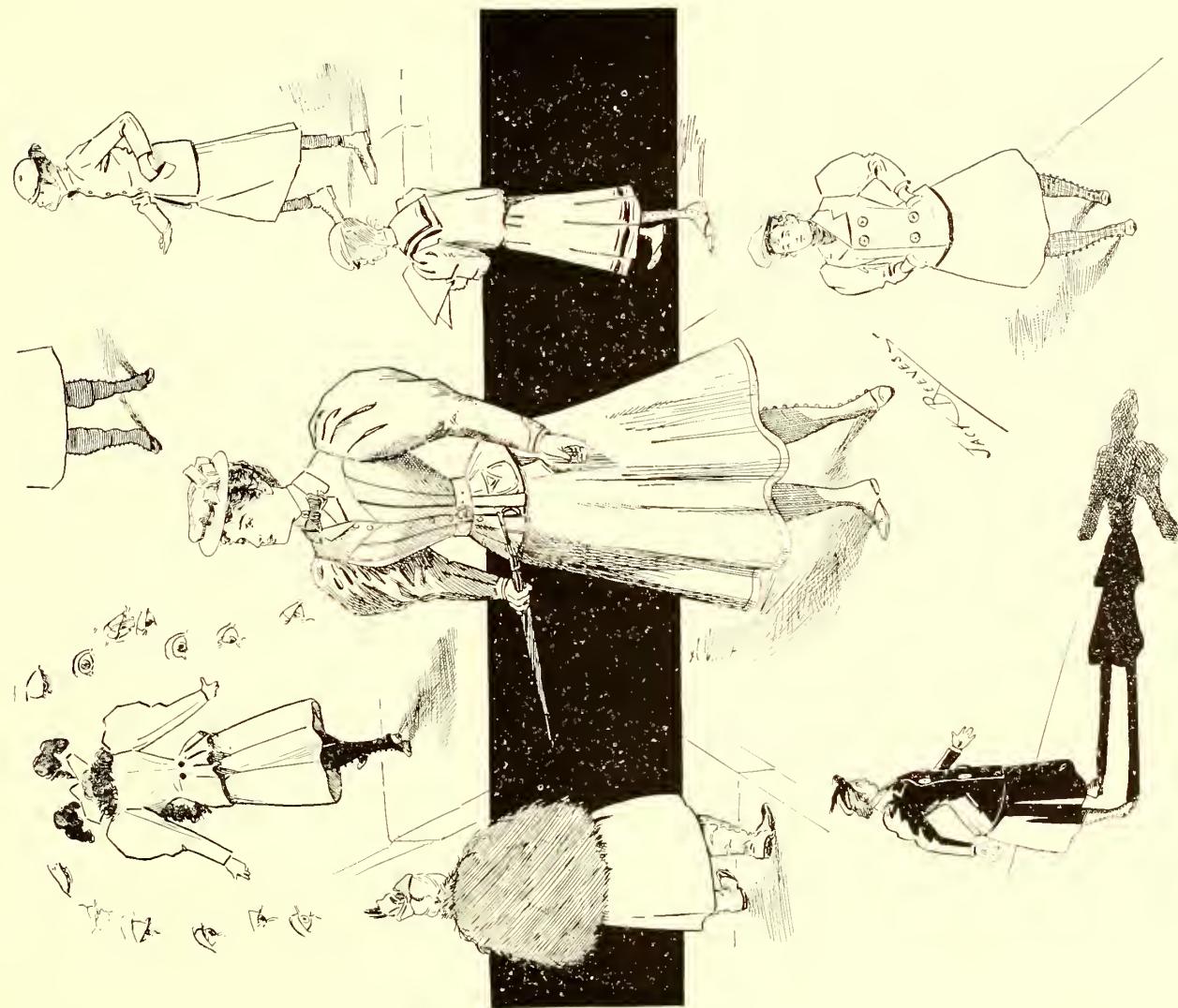
‘Tis not a prophecy which we are called to record here, so a description of the “wealth of summer” will not be attempted. But the “promise of spring” for the lower sections is indeed past, and its development we are now asked to proclaim to the world.

Our superiority over the other sections, we do not attempt to prove. Indeed, we present our contribution to the year’s record in a spirit of deepest humility—a spirit rising from a sense of our responsibility as the major part of the institution. As such, we cannot longer withhold the part we have played in the school life of ninety-five and ninety-six. A many-sided part it has been—reaching into every department.

While as yet we thought ourselves excelling in nothing save quantity, we suddenly found *greatness thrust upon us* (with Dr. Van Liew’s permission) in the form of a large representation in the contest. Our respective societies were beginning to recognize our worth thus early in the year.

Should you turn to the realm of music, you will find that it has been the part of the lower sections, almost exclusively, to brighten the programs by the melody of their sweet-stringed instruments, and charming voices.

We confess it is with pride (the humble spirit—in general—notwithstanding) that we recall our part in the field of the drama. The pathetic, yet charming, grace of our Ophelia, the tragic strength of our Lady Macbeth, the eloquence and delightful scorn of



Normal is Not a School of Fashion, Yet We Keep Abreast of the Times.

our Gratians, the nobility and manly bearing of our Coriolanus, are worthy to be long remembered.

In the immortal nine (?) we have sent five of the strongest members. Indeed, to all enterprises of the school, we have contributed our full share. When the call came for delegates to Warrensburg, to represent the enthusiastic spirit of Illinois, and support our orator, we responded with a corps of able "backers," who gladly gave their lungs and voices to the good cause, and who, from all reports, "*fared*" far better than the dignified representatives of C.

Each story of greatness must have its climax, and we find ours in the society contests with Section C. Here both forces are drawn forth in their strongest armor, and brightest colors for a final conflict, for a victory which decides the year's championship. This year, in both societies, the laurels were given to the lower sections.

And now comes a conclusion which we hesitate to draw, but since it foretells such a glorious future for the school we will lay aside all personal feelings and disclose. The Section C which we overcame so valiantly only last year won the crown of victory from no less superior persons than the ones now filling the ranks of Section A. But one conclusion remained to be drawn: *We are stronger today than was Section A a year ago.*

With such a foundation, surmounted by such a structure as Rosenkranz and like architects will build, do you not foresee an edifice of which the institution will one day be proud?

Having reached this first milestone in our journey, we turn to review the path we have been traveling, and find that viewed from this distance most of the way appears bright and smooth. Though, indeed a few stones are discernible even here. Two stand out very prominent. The first and most disagreeable was "spelling." Yet this stone must not be despised, since because of it immediately upon our arrival we entered the same class with Section A.

The last, standing near us, and by which we see many disabled and some prostrated friends, bears a label which shines out brightly in the last beams of the closing day. "Algebra," and scattered round it are many smaller stones—perhaps broken from it by the many feet which have stumbled over it in the past years—each bearing a 5.

The small rough places between, which we hardly see now in the gathering twilight, must be pedagogy notes.

But all are past now, and as we stand at this first resting place we can look on them as friends—not enemies--since they have taught us how to overcome the harder places we must meet further on.

And now, before night falls and this school year becomes numbered with the past, we turn for a hurried glance forward. A longer road, and perhaps rougher life before us, yet well worth the journey if it equips us to help lift the world a little higher, or at least inspire to truer life and better work some weary traveler who has fallen by the way.

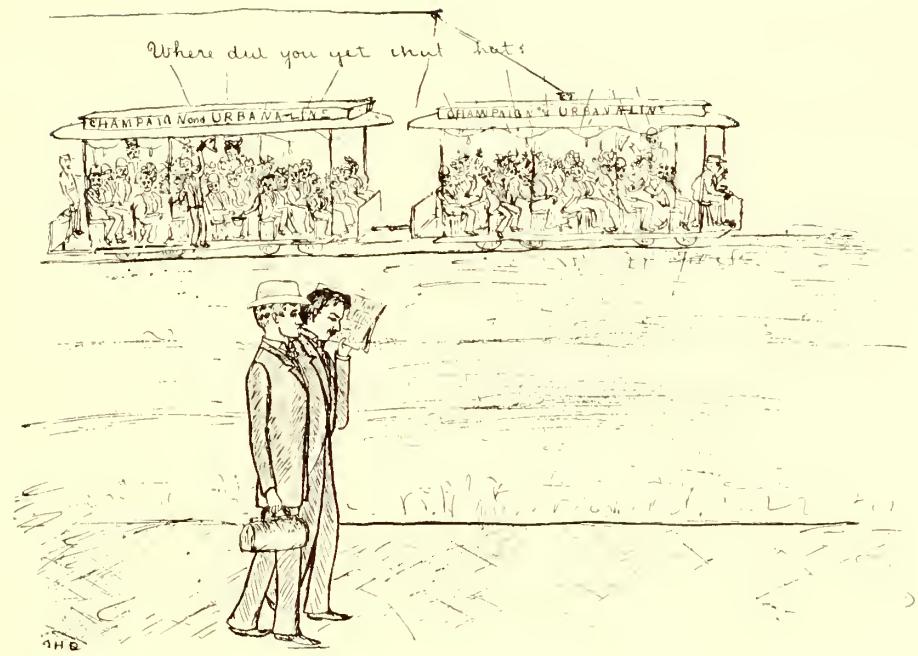


Visit to the University of Illinois.



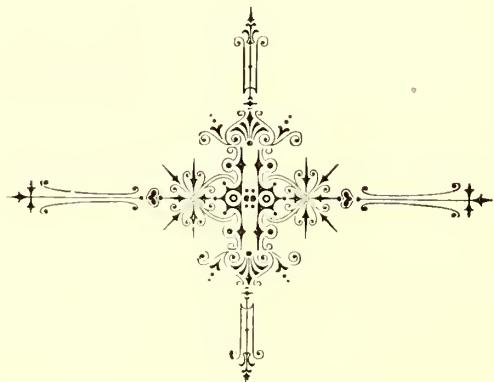
While the every-day life of a Senior is extremely prosaic and monotonous, there are numerous events that serve to break up the even tenor of his way and to make life more endurable. That the trip to Champaign on Saturday, April 18, was one of these pleasant occasions, not one who is acquainted with the facts will be disposed to deny. The main purpose of the trip was to spend some time with Dr. Krohn in the psychological laboratory, and thus learn the way such laboratories are used. A secondary purpose was to get a more definite idea of what the State University is, and the work it is doing.

Nearly all of Section A, together with President Cook, Dr. Van Liew, Mr. Brown, and a number of others, made up the party. It is hardly worth while to say how they conducted themselves on the train. Anyone who has ever traveled with a company of Normal students knows they are *abnormally* noisy. This was not an exception. Two street cars, bound for the University, waited us at the station in Champaign. All the party took these cars except two unfortunates, one of whom had to visit a hat store to get something for the *outside* of his head before hearing Dr. Krohn talk about what was *inside* of it. At the laboratory we listened to interesting explanations of how physiological psychologists work to obtain their results. Various experiments were tried on the members of our party. One piece of apparatus was for recording the heart action through the movements of the pulse. While Mr. Cook is perhaps not utterly heartless, yet he was so pulseless that the apparatus did not work satisfactorily on him. Our modest professor of Physics and Chemistry, on whom it was next tried, demonstrated that by repeating the



multiplication table his heart action noticeably increased. After lunch in the adjacent rooms, where Doctor and Mrs. Krohn had taken pains to make everything pleasant, nearly every one of the party found a brother, or sister, or cousin (or some other person's brother, or sister, or cousin) among the Champaign students to serve as chaperon in visiting the other buildings.

The baseball game in the afternoon between the Universities of Illinois and Michigan kept some of our party in the city until Sunday. However, roll-call on Monday morning showed that none of the Normal contingent were killed, wounded, or missing. Hence, with so many good results and no bad ones, the trip may be counted in every way a success.



¶¶¶Special Students.¶¶¶



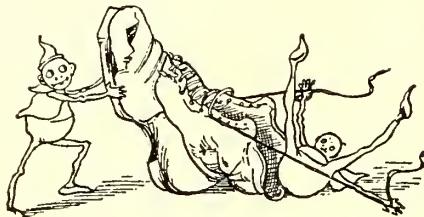
It has been said that express trains are so called because they go expressly slow. From this analogy it is clearly seen that the reason special students are so called is because they are specially nice, have special privileges, and are the special favorites of the faculty. In considering this subject it will be discussed under the three heads that constitute its true dialectic—the students themselves, the course of study, and the faculty.

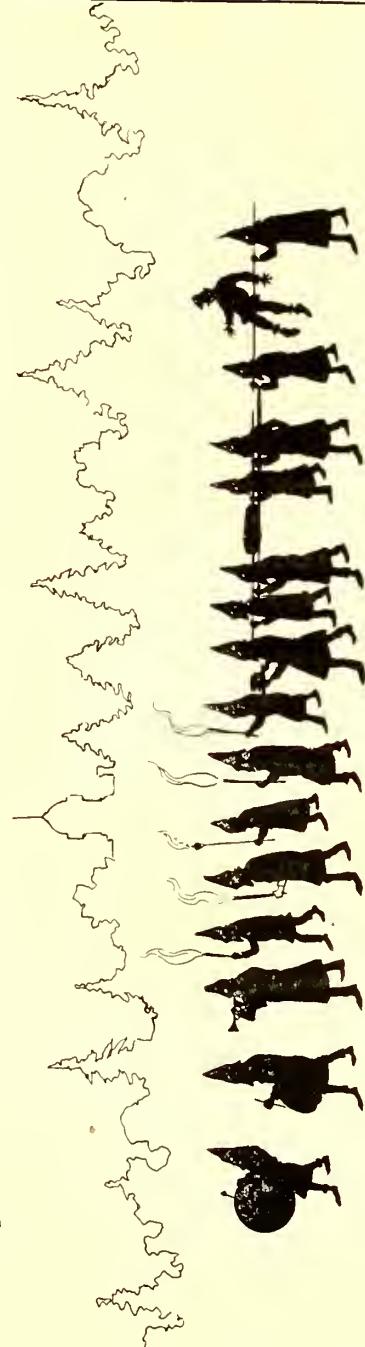
Concerning the first of these it is needless to discourse. To any one who has the pleasure of their acquaintance, words, though penned by Burke, or scratched by the stylus of Cicero, could add nothing. Hence we will leave them to the tender mercies of their friends, remembering the prayer of the statesman: "From all such, O Lord, deliver me."

The second of these topics is more difficult, for it varies directly as the product of the intellectual capacities of the persons concerned, and inversely as the square of their distance from the institution. Translated into the vernacular, and diluted to suit the capacity of the entering section of 1900, this means that there is no formal course for the special student, but after applying their intellectual calipers, the faculty, on the spur of the moment as it were, evolve from their inner consciousness the required correctives. These usually take the form of formal pedagogic studies, particular stress being laid upon the cultivation of the childish imagination and a scientific terminology. After this initiation very little necessity for further culture remains. Each sketches for himself an ideal—in the drawing class—which receives the cordial approval of the faculty.

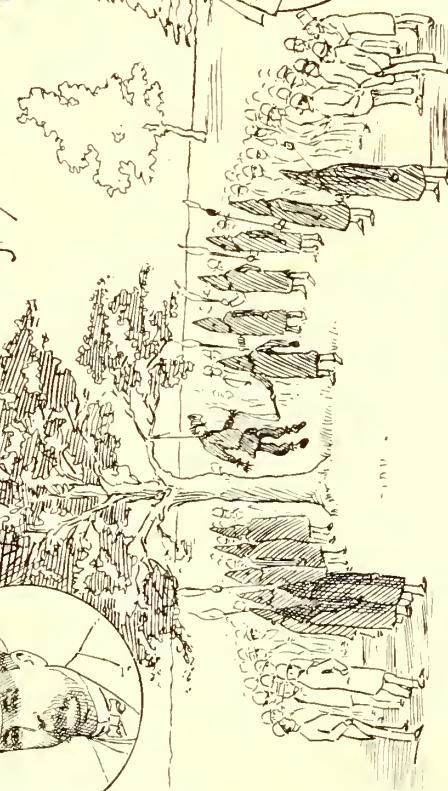
In other words, a special course is arranged for each student, who is found qualified to pursue the work to advantage, adapted to his or her particular needs. It is one of the distinctive advantages of the State Normal University for well qualified pupils, that they are welcomed and given opportunities for special work under the guidance of broad and suggestive men and women. For those who are seeking such opportunities and are willing to work, there is no better place than the old I S. N. U.

Turning to the last topic a wide field of research is opened up, which it is advisable only to touch upon. Tall or short, spare or portly, young or old, all good looking, normally good natured, unimpeachable as regards age, color, or previous condition of pedagogical servitude, there is abundant opportunity for choice on the part of the most fastidious. Further than this THE INDEX editor-in-chief will not permit us to go, but any one interested in the psychological status of the faculty will find a full and exhaustive discussion of the subject in Dewey's Psychology.





HOW THE
GOVERNOR
TOOK IT.

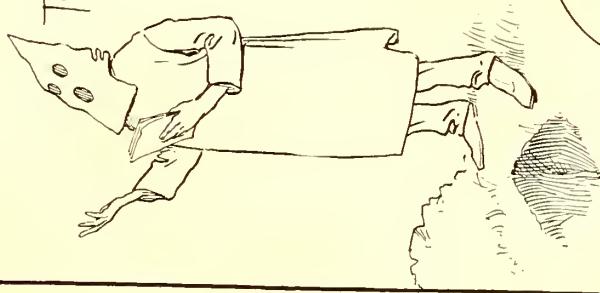


A
FACE
IN THE
AUDIENCE



HIC JACET
NORMAL
HIGH SCHOOL
AGE 33 YEARS
ASSASSINATED BY
GOV. J. PALTZELD
STRANGER DROPPED
A TEAR.

THE
FUNERAL
ORATION



PEDAGOGICS.



Should you ask me whence this subject,
Whence the subject of this story,
Of this sad, but true, love story,
If I told you, I should answer,
From the eastward o'er the water,
O'er the big Atlantic water,
From the country of the Teutons,
Country of the fair-haired Germans,
From the land of wine and lager,
Lager beer and limburg cheeses.
From the land of heavy thinkers,
Land of slow, but careful thinkers,
Land of great and mighty writers,
Who write books on love and letters,
Books on logic, love, and physics,
Books on men and metaphysics,
Books for old folks, books for children,
Full of funny facts and figures,
Such as they would delight in:

Books to make folks happy, jolly;
Books to make them "sobercholy,"
Books to make folks wakeful, lively,
Books to make them sleepy early.
From this country came our subject,
Came from Rozenkranz the poet.
Biggest, smartest of their writers,
Came our subject pedagogics.
Pretty little book for teachers;
Came to Boston, then to Normal,
Normal where they grind out teachers.
Came to sight of gentle Richard,
Richard, highest of the teachers:
When he saw it, he did love it,
At first sight he loved it largely,
Loved it more than mental science,
Loved it more than metaphysics,
Loved it more than constitution,
Loved it more than any other,

So he kept it close beside him
As he marched about the building,
Held it fast beneath his elbow,
For 'twas good to have it near him.
Still he wasn't selfish with it.
But he read it to his children,
Read it to his wife and children,
Read it in the day and night time
Read it while they sweetly slumbered:
As they slumbered they were dreaming,
Dreaming of a blissful country,
Where no pedagogues nor gogics,
If they came, could ever enter.
No he wasn't selfish with it,
Was not mean or selfish with it,
For he showed it to the strangers,
To the strangers and all others
Who did come to visit Normal,
Showed and read it to them freely,
Read as long as they would listen.
Now they do not come so often,
Seldom come to visit Normal.
Soon he spake unto the *seniors*,
Spake to them of pedagogics,
Said 'twas so much like his lectures,
That 'twould surely be quite useful,
And they really ought to have it,
So they innocently bought it,
Bought the book and looked it over,
But they didn't love it any,

Hankered not for pedagogics.
So the boys did speak up boldly,
Said they'd rather take some logic,
Take some love and use some logic,
Thus they'd better their condition.
Then the girls expressed their feelings,
Spake as truly as the others,
Said that they had quite decided,
Pedagogues would suit them better,
Each would like a first-class copy,
They would then be much more happy.
Richard did not hearken to them,
He was angry at such punning,
And he said he'd make them love it;
Make them learn it, make them love it.
Said he'd persecute them in it,
Persecute them till they'd learn it,
He was bound that they should know it.
They should love as well as know it,
And he wanted all should learn it,
All the pupils in the Normal,
All should learn it, use it, teach it,
Since 'twas so much like his lectures.
O'er this book still agonizing
Are these *seniors* and this Richard,
And 'tis thought that true their love is.
For its course does not run smoothly,
Runs not smoothly, runs not easy,
And the parties are not happy.

—*Love Story by G. Ranger.*

* * * Thirty-Fifth Annual Contest * * *



.....PROGRAM.....

PART I.

VIOLIN SELECTION.	-	-	-	MR. HERSEY	DECLAMATION, "Mad Scene from Hamlet," - - <i>Shakespeare</i>
					AMANDA B. TRAINER.
Accompanist.	Mrs. HERSEY.				
DEBATE. "Should England Exercise Governmental Control over Egypt?"					DECLAMATION, "Sleepwalking Scene from Macbeth" - <i>Shakespeare</i>
Affirmed—FRANK S. BOGARDUS, WILLIAM W. MARTIN.					BERNICE ROSE.
Denied—H. E. KANAGA, CHESTER M. ECHOLS.					
VOCAL MUSIC, (a) "Nocturne,"	-	-	-	- <i>L. Denza</i>	INSTRUMENTAL MUSIC, "Concert Transcription of Weber's
(b) "The Flower Girl,"	-	-	-	- <i>E. Bevignani</i>	Invitation a la Valse," - - - - - <i>Tausig</i>
					DOROTHY M. HIGGINS.
KATIE L. FOSTER.					
VOCAL MUSIC, (a) "Sweet and Low,"	-	-	-	- <i>Norris</i>	INSTRUMENTAL MUSIC, (a) "La Chasseresse," Op. 57, <i>Sternberg</i>
(b) "Le Tortorelle" (The Dove.)	-	-	-	- <i>Ardith</i>	(b) "Concert Transcription of the
					Beautiful Blue Danube Waltzes,"
PEARL WELLS.					— <i>Strauss-Mills</i> , Op. 27
ESSAY, "Symbolism."					EDITH B. McCREA.
REBEKAH LESEM					
ESSAY, "We Grow Ourselves Divine by Overcoming."					
LUCY CLANAHAN.					
ANNOUNCEMENT OF DECISIONS,	-				PRES. JOHN W. COOK

*Question proposed by Wrightonians.

Wrightonians lead in all exercises except debate.

* * LITERARY JUDGES * *

President, Andrew S. Draper.

Newton C. Dougherty, George P. Brown.

* * MUSIC JUDGES * *

Mrs. B. S. Green, Mrs. John Fleming, Miss Roosevelt Fuller.

Wrightonian President, Edward Quick. Philadelphian President, Jesse Black.

. Contest Record

Number of Contests,	-	-	-	-	35	Points won by Wrightonians.	-	-	-	-	110
Number of Ties,	-	-	-	-	3	Number of Points Tied.	-	-	-	-	1
Contests won by Philadelphians,	-	-	-	-	15	Philadelphians Whitewashed,	-	-	-	-	2
Contests won by Wrightonians,	-	-	-	-	17	Wrightonians Whitewashed,	-	-	-	-	1
Points won by Philadelphians,	-	-	-	-	114						

Rules and Regulations.



Unsophisticated students will find a thorough acquaintance with the following rules of material benefit to them in their contemplated life of labor. It is suggested that parents, at all concerned for the future welfare of those of their sons and daughters who are, or are to be students in this institution, will do well to substitute fifteen minutes' reading of these rules in place of the usual daily family devotions.

Rule I. All new students should memorize the words of "Farewell, Mother, you may never press me to your heart again." (No effort is necessary to acquire a pathetic vocalization of the air; the institution guarantees a perfect intonation in a very few weeks.

Rule II. Holidays have been increased to a ridiculous extent. Hereafter no student will be required to be on hand before 8:30, except for critique and during the Institute. Christmas, as usual, will be a full half holiday.

Rule III. No "butter is allowed on the carpet;" in short, anything that is a seeming return to the "elemental chaos," is strictly forbidden.

Rule IV. Memorize these words,—"I have read the library regulations."

Rule V. We promise positions to no one.

Rule VI. Death, not in the family, but of the student himself, will be considered as the only legitimate excuse for absence from hours, or failure in the preparation of a lesson. If there is a suspicion that death was premeditated, the faculty reserve the right of discretionary action.

Rule VII. The assignment of lessons will be sufficiently comprehensive to provide work for the full twenty-four hours. Those who desire to sleep should be provided with a private secretary, who will be useful in transcribing Pedagogy notes, Illustrative notes, etc.

LANDMARKS.



I.

Section A and Section C!

 Oh! what is in a name?

We, too, Section A will be.

 In our onward strides to fame.

II.

The years are steps we must pursue,

 The landmarks mark the way.

The first you say is very true:

 But the landmarks, what are they?

III.

Now, you've touched a tender spot,

 A spot I thought I'd hid.

I hoped you saw it not;

 But I see that you did.

IV.

It was a day in early spring,

 Ah; I remember it well!

It makes my ears begin to ring,

 To think how nobly I did spell.

V.

That was an epoch in my life.

 And now that I am through,

I've marked the scenes of strife

 With a corner-stone or two.

VI.

To the plodding speller now,

 They show the path,—well worn;

They speak of laurel for his brow,

 And rest from toil well borne.

VII.

Geometry is a solid shaft,

 That stands in bold relief,

Where many a one was stricken daft,

 Many another came to grief.

VIII.

Dim in the far distance, tall,

 Standing faint against the sky,

Is the fairest mark of all,—

 The very goal for which we try.

IX.

The goal is reached at last,

 The fight has been well fought.

The time of struggle now is past,

 Enjoy the victory you have wrought.

X.

Even now I see the happy smile,

 As the backward path he scans;

And hear him murmuring the while—

 Softly murmuring—Rosenkranz.

* * * DR. McMURRY. * * *



Dr. McMurry, superintendent of the Training School, will not occupy that position next year, nor the next. He has resigned his position in order to carry on a line of reading and study in philosophy and pedagogy. He expects to use the University of Chicago library, and also to do some university-extension work for the university.

Dr. McMurry was born at Crawfordsville, Ind., in 1857. When he was eight years of age his parents moved to Illinois, and he entered the primary department of the Training School of the Normal. He was graduated from the High School in 1875, and the next year went to the University of Michigan, where he spent two years. He also spent three years at the University of Halle, Germany, receiving the degree of Ph.D. He spent one year with Prof. Rhein in his training school at Jena.

Dr. McMurry has at different times occupied positions in Denver, Evanston, the Minnesota State Normal at Winona, and lastly at our own Normal.

The INDEX expresses the sentiment of all the students of the I.S.N.U. when it says that the genial doctor's absence will be keenly felt, and that he carries with him our best wishes for success and happiness in his new field of labor.

LECTURE BOARD.



The year just completed was a very successful one for the Normal Lecture Board. A course excellent in every detail was given, and in return the hearty patronage of the school was received.

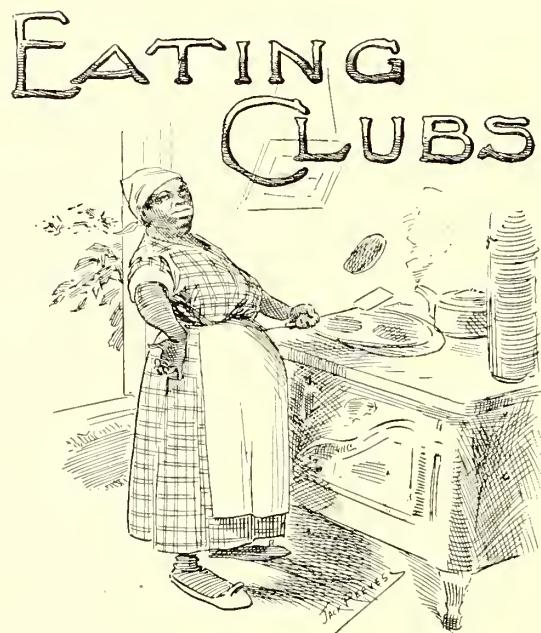
This enterprise has now passed out of the experimental stage and has become one of the fixtures of the school. These entertainments fill a very important place, as they are broadening in their effect and make a change from the regular routine work. Those who go from the school to villages and small towns have an opportunity through them of coming in contact with people great in their respective lines.

Each year the board strives to give better satisfaction than ever before, and this past year they were particularly successful in their selections. For the musical numbers were the Maud Powell Concert Company and the New York Philharmonic Club. Both were heartily welcomed and gave first-class concerts.

Henry Watterson, with his well-known lecture on Lincoln, and Prof. James, on Bismark, gave lectures that will long be remembered by those who heard them. There were, in addition, two other entertainments, one by F. Hopkinson Smith, who gave readings from his own writings. Mr. Smith was singularly pleasing both in his personal appearance and in his manner of reading. The other entertainment was by Leland T. Powers, who gave in his usual successful way, "The Rivals."

Financially the board did very well, as after paying a large sum for the numbers and giving an additional entertainment at a nominal charge, they were able to turn over some money to the treasurer of next year.

The board for the coming year has already organized, and is preparing for next year's course, which is expected to be better than that of any previous year.



Thirty minutes after my arrival in this educational center I recorded the following: The importunity of a lightning rod fiend is to the appeal of Normal stewards as a rural rendition of "Twinkle, Twinkle, Little Star," is to the outburst of a Ciceronian orator. Multiply by twenty-five, and you have an idea of the reception that is accorded new arrivals.

A chemical analysis of an average steward, such as Houston, Whetsel, Baker, or Greaves, would reveal about such a composition as this: Pure cheek, 62 parts; talkativeness, 27 parts; personal appearance, 10 parts; accommodation, 1 part. Suffice it to say,

our party went to a club, we could not safely do otherwise. The agreement was about as follows: We were to contribute a certain sum (fixed by the steward) each week, and in turn we were to receive the products of numerous potato patches, Jersey cows, etc. Every applicant must complete algebra before he can enter the stewardship. The steward who "took us in" had never fully recovered from his conflict with "imaginaries" during the previous term, consequently he mixed truck patches and "imaginaries" so badly that a large number of the victims took to masticating the young shoots from off the campus trees. This stirred up the "Cook," and resulted in our expulsion from that pasture.

When in the dining room we have little time for ethics, but art is being cultivated to such an alarming extent that we already have one large and attractive charcoal sketch to adorn the otherwise bare walls. Its purpose is not to whet the appetite. Semi-occasionally we get a glimpse of the original through the flying door that separates us from the culinary department. The accompanying sketch we present with pride; it is an exact reproduction.

Prof. McCormick has so often said "History repeats itself," that we sometimes wonder if our bill of fare is not history. But I—, but I— -- hunger and thirst for the fruits and flowers, the vegetables that grow on banks, and the fishes that swim in the waters of the Sangamon.



The Whiskers Club.



Officers—Lewis T. Gallaher, Instigator; Charles A. Pricer, Producer.

Our club is the victim of a cruel, grim misfortune. Our legacy is woe, and sorrow, and bitterness. As members we have come onto the scene of fierce competition and mad rivalry at an hour frowning with the forebodings of ominous threatenings amid the deep thunderings of the oncoming storm, rolling along in “Black” pre (por) tendings of impending disaster.

I have been selected to write the history of an organization that has dwindled from a full score to a single producer (above.) History is the storehouse of time, the repository of the ages, the treasure-house of the accumulated riches of all the preceding centuries which have gone before in the dim and receding past as it disappears, fading away in the distance.

My mission is a grand one. To be a historian is to stand on a “narrow strait between two boundless seas, the past and the future—two eternities.” And there I stand looking through the microscope of historical research, down the dim vista of the past, across the widening plain of the centuries, over the billow-tossed oceans of unexplored achievement, up to the glorious full beard, growing longer and thicker and blacker (sometimes)—glowing fact. The vision I see, it is mine—to write—not the whole of that vision, but the part that is on the outside of the faces of the members of the Whiskers Club.



L. T. GALLAHER, President.

The Index.

151

The Whiskers Club has been with us for full five months; they have held prayer meetings and consolation socials. Bogardus and Kanaga have raised beards—or parts of beards on the installment plan—each has a suspicion of a mustache. These are the results; beyond this there is little to tell.

The ladies and other men have spoken slightly of us. But look sneeringly upon us, ye follower of barbarism, swing the bloody blade with freedom, but the time will come when you—and them—

PROVERBS XL.

1. These are also proverbs which were current in those days, when members of Section A walked up and down the campus and tore their hair.
2. My son, get wisdom; yea, get understanding, and with all thy getting, get a pull.
3. Many positions were open, and now are not, and we have nowhere to go.
4. We are all great men and women, they that make Rosenkranz a study.
5. Seest thou a man who is to graduate, he shall be a barbarian all his days; but he that has a job shall know the mysteries.
6. A beautiful face, and cultured manners maketh a sister; but she that is diligent in study, and getteth not a place, is an alien.
7. This is also a sore evil that I have seen under the sun, many school boards who will not consider our applications.
8. I observed and saw, and beheld with joy that these same school boards came to much trouble, and found not honor.
9. Three things are an abomination to the class, yea, four their souls hateth, advice from those who have places, lack of appreciation of school boards, Chemistry, and School Law.
10. I stood by the wayside, and there passed by a man whose clothes fitted not to his person, his locks were ill-kempt, and his beard unshorn; his countenance was wrought to solemnity, and he looked not to the right nor to the left; I sought to instruct him, but he knew it all; then I perceived that we were men without a job.

Mathematical Cullings.



(Forward solutions to G. Ed. Marker, Class of '95.)

1. $B =$ small boy; $T =$ his aching tooth; $D =$ the dentist. Then $B = T +$. That is, subtracting T from B , leaves only a small part of B .

Problem.—Given B , T and D ; to extract the three roots of T .

2. $B =$ board bill; $L =$ laundry bill; $R =$ room rent, unpaid, of course; $X =$ contribution to missionary funds.

Problem.—When will B be paid, (assume that $X=0$.)

3. $H =$ boarding house; $B =$ boarder. It is evident that $H=3 B$, since B is contained in H three times a day. Let $C =$ piece of pie; $XC =$ whole pie.

Problem.—Is $B=XC$?

NOTE.—The binomial $(B=XC)=D$. (Assuming that $D=$ doctor.)

4. $F =$ number of flunks; $X =$ number of perfect recitations; $T =$ term credit; $S =$ standing with professor.

Problem.—Will the addition of F to X give T ? That is, will $F + X = T$?

SUGGESTION.—First get S , then compare with T .

THE SECOND-YEAR PONY.



Though I speak with the tongues of professors and two-years, and have not a pony, my words are as sounding brass or a tinkling cymbal.

And though I have the gift of translating, and understand all constructions, and all references; and though I have many notes, so that I could translate even Hebrew or Sanskrit, and have not a pony, I am nothing.

And though I borrow from my roommate and classmates, and fashion 5's into 9's on the professor's grade book at odd times, and have not a pony, it profiteth me nothing.

A pony lasteth long and weareth not out; a pony hath no conscience, is not puffed up.

Doth not behave itself unseemly, seeketh not to be known, is not easily discovered, produceth no evil.

Rejoiceth not in poor translations but rejoiceth in good translations.

Translateth all things, explaineth all things, teacheth all things, beareth all blame.

A pony never faileth; but whether there be translations, they shall be forgotten; whether there be notes, they shall fail; whether there be knowledge, it shall vanish away.

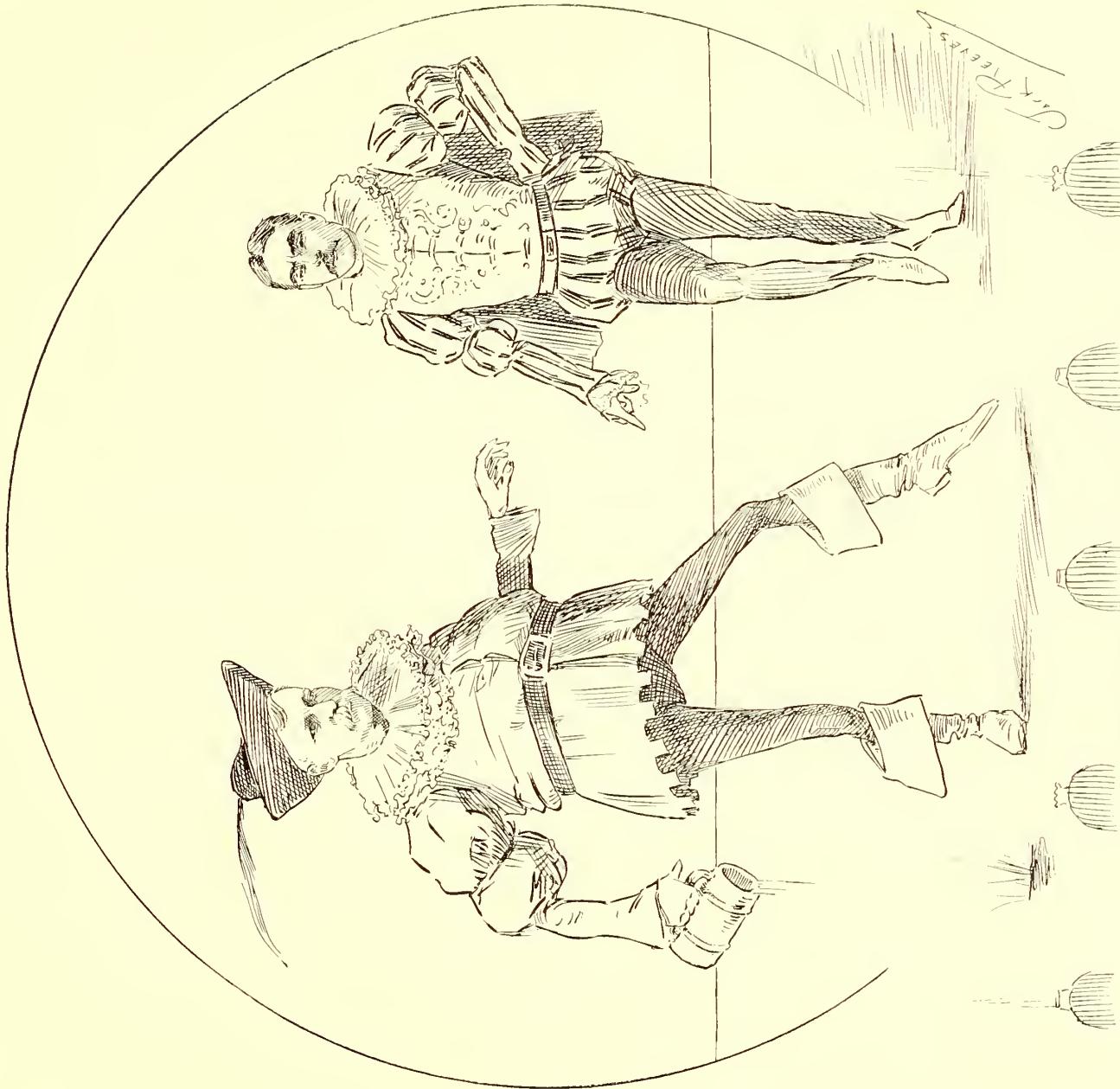
For we know in part and we translate in part.

But when the pony is there, then that which is guess work shall be done away.

When I was a first-year, I spake as a first-year, I understood as a first-year, I thought as a first-year; but when I became a second-year, I put away childish things.

For then I translated without a pony, poorly; but now I have a good pony; then I knew in part, but now I know, even as my pony knoweth.

And now abideth knowledge, guess-work, and the pony; but the greatest of these is the pony.—*Adapted from Exchange.*



TWELFTH-NIGHT. ACT I.—SCENE III.

Prof. Feimley as Sir Andrew Aguecheek and E. W. Quick as Sir Toby.

SIR TO.—What is thy excellency in a galliard, knight?

SIR AND.—Faith, I can cut a caper.

SIR TO.—And I can cut the mutton to 't.

SIR AND.—And I think I have the back-trick simply as strong as any man in Illyria.

SIR TO.—Let me see thee caper. [Sir And. dances.] Ha! higher; ha, ha! excellent!

¤BASE-BALL.¤



¤¤¤FACULTY vs. SECTION A.¤¤¤

On Thursday, May 28, the annual game of baseball between the faculty and the seniors was played in the presence of a large and enthusiastic crowd. The teams were as follows, the faculty being mentioned first: Catcher, Perry, (for faculty,) Kanaga; pitcher, Keith, Cowan; first base, Manchester, Gallaher; second base, Colton, Lehman; third base, Cavins, Bogardus; short stop, McMurry, Peairs; right field, Brown, Jno. Page; left field, Van Liew, Shaub; center field, Felmley, Moulton; umpire, Liggitt.

At the end of the game the score was, faculty, 23; seniors, 14.

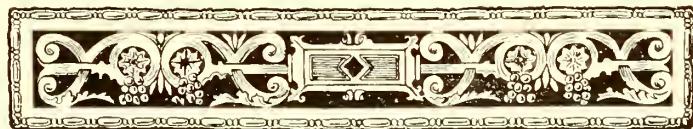
Both sides began with enthusiasm and were about equally supported by yells and tin horns. The lower sections, being as a rule, in the *naïve* stage, generally prefer to yell for the faculty, thinking thereby to enhance their own interests.

The faculty had the first turn at the bat, and did some extremely graceful work, whenever they were able. Prof. Manchester ambled around the diamond in a way to surprise those who had never heard of his sprinting ability. Prof. Felmley couldn't find the ball and looked the very picture of dejection when he made an out, much to the pleasure of many, no doubt, who have made "outs" in the geometry class. Each one in his own peculiar way added zest to the sport and contributed to the record. Dr. Van Liew showed very philosophically the directness of German thinking by the way he chewed gum and knocked the ball where there was no one to receive it. Prof. Manchester slid onto some of the bases because it was easier than running, and was also observed to drop into certain dialectic peculiarities; his sliding and Mr. Cavins's vertical style of running,

bordered on the marvelous. Mr. Brown attempted to calculate the parallelogram of forces of some of the balls but the opposite angle was too far away.

Misses Colby and Hartmann, while not primarily engaged in the game, were actively so, in the way of tin-horn enthusiasm. A senior player, in hot pursuit of a "foul" ran over another of the lady members of the faculty, without serious damage, however. The kodak fiends were on the ground and caught some very interesting views, which ought to be in the INDEX, but for some reason are not.

The seniors did nobly, but they didn't want to score their teachers too hard. Lehman, Cowan, and Gallaher played especially well, but it seems that the faculty had practiced by moonlight and were a few too many for the gallant seniors, although the victory was by no means a walkaway. If some of the members on both sides had been armed with baskets and bicycles they might have done better. On the whole it was a very interesting game, and the faculty did well though it is noticeable that they have not accepted the challenge of the grammar school nine.



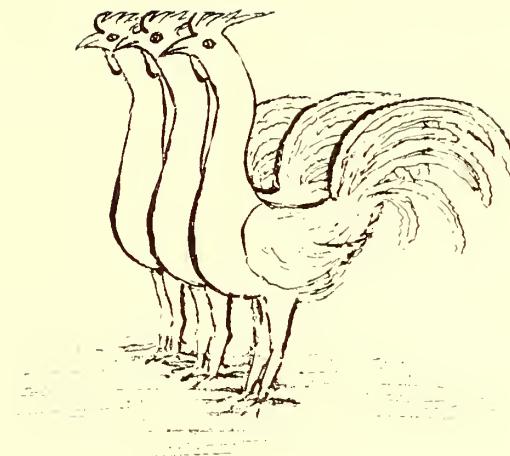
Acknowledgments.

The Class of '96 desires to gratefully acknowledge the kindness of:

PRESIDENT COOK, PROFESSOR KEITH, MESSRS. BLACK, CAVINS, HUNT, WELLS,
ECHOLS, STRONG, FOX, WORLEY, GALLAHER, PRICER, BAUMGARNER, COWAN.

MISSES KUHNS, KATES, HOLLY, DICKEY, WARD, HULL, ROGERS, CLANAHAN,
WATSON, HIMES, STEAGALL, LESEM, TRAVER, DANIELS.

Who have contributed to the appearance of this volume by preparing articles
and designs.



Allen's parallelo(p) biped.

PROP.—Feathered paralleled bipeds with equal feet, are to each other as their heights.

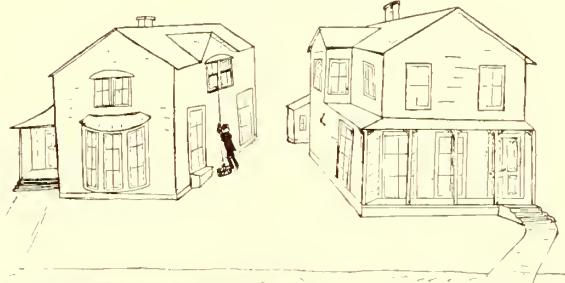
GIVEN:—Three feathered || bipeds with equal feet, and certain heights.

TO PROVE:—One || biped: to another || biped as their respective heights are to each other.

I have the incommensurable case and since the || bipeds in this instance have no common unit and all approach equal limits the || bipeds are equal.
Q. E. D.

I.

A SPRING VACATION EPISODE.
10 O'CLOCK P.M.



Mr. Black shares his "blow out" with the girls.

II.



Pres. Cook hears the bell and makes investigation.

BUT WE DON'T DRAW THE PAY.



A thing 'ats 'bout as tryin' as a healthy man kin do,
 Is to work 'n tug along right hard awhile you
 Set up nights, and git 'long slow 'nough to say the least,
 Fer to tax the patience uv of a gentleman deceased.
 The slow work of your class, and the critics piercin' eyes,
 Your dumb consternation at the many, many why's,
 You are thankful for a 7, it is such a pleasant ray,
 You teach a class in science, but

the Doctor
 draws
 the
 pay.

It's not 'cause I don't 'preciate it ain't no time fer jokes,
 Nor 'cause I' got no feelin's fer the trainin' teacher folks,
 I've been to critique lessons 'n got some good p' raps,
 Fer my head's 'bout as mal'able as any other chap's.
 Yer tears won't thaw their feelin's none, so don't bewail yer fate,
 But take to "Special Methods" 'n you may land an 8.
 In the fourth 'n fifth 'n sixth grade let the teacher have her way,
 Yer here to serve a purpose, so Miss Maude

Can
 draw
 the
 pay.

The idy! Wadin' round here over hed 'n
 ears in woe,
 When the' a graded school o' joy 'n sun-
 shine, don't yer know!
 'At we can git 'n handle when we reach
 the closin' day.
 "We can't supply our calls" sounds
 sweet to Section A.
 We have tried Leroy and Rutland, many
 others, too, I guess,
 'N I won't joke about it 'nuther, fer I
 must needs confess
 They hired Zoll and Moore,—but I'll
 haf to jes' git you
 To "excuse me," as the feller says. The
 point I'm drivin' to
 Is simply, when yer plum broke down 'n
 all knocked out t' play.
 Does it he'p to shape us up like when
 the others
 draw
 the
 pay?

**HELD UP.**

A member of the class in Rosenkranz cites an incident in his experience to illustrate that some things need occur but once to be always remembered.

* * Roll of Students * *



1 Graduating class.
 2 Completed two years' work.
 3 Completed one year's work.
 4 Completed less than year's work.
 5 Special students.

4 Aaron, Edna Virginia,
 4 Abbott, Lillian Wealthy
 4 Adams, Harriet Elizabeth,
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 3 Barber, Mary Fisher,
 4 Barger, Helen Merenda,
 3 Barnard, Ada Arvesta,
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Big Neck	4 Bartlett, Mary Adell,	Rollo
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Normal	3 Birkenbeul, Carrie,	Peru
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Belleville	2 Bowman, Bertha Ann,	Rock Island
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Freeport	4 Bricker, Pearl Eddeth,	Bloomington
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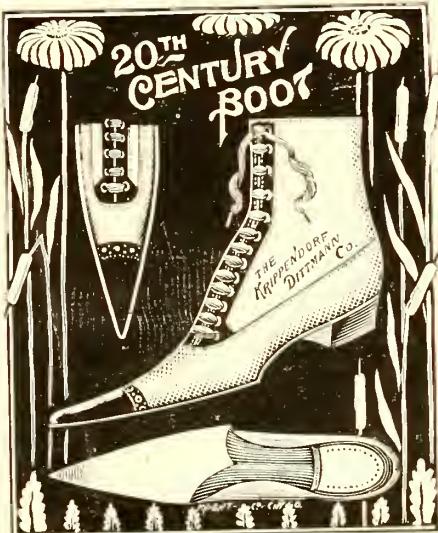
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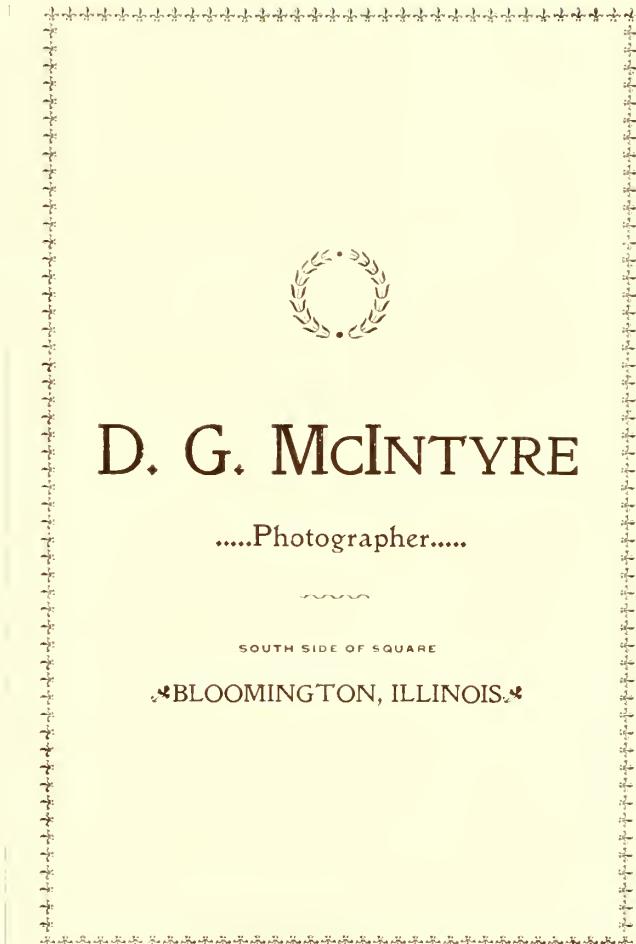
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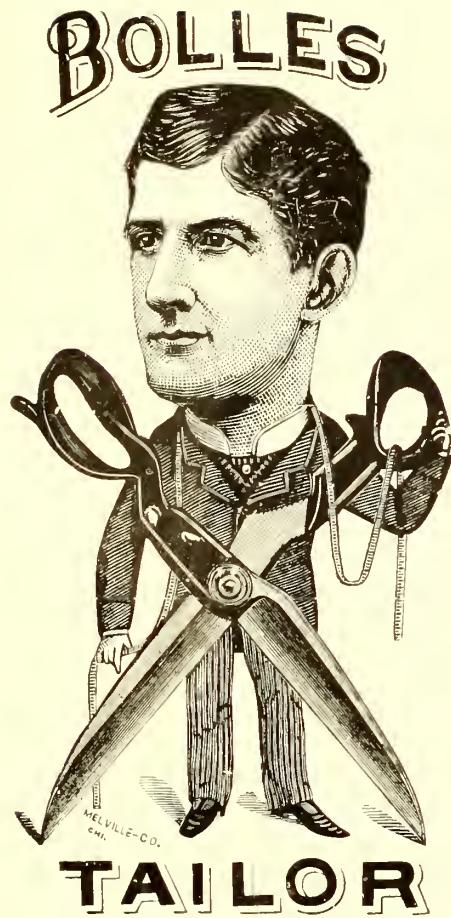


MR. MEIER (discussing Mid-Summer Night's Dream.)—The interest of this play depends upon the marriage of Theseus and Hippolyta; every body looks forward to a marriage and its result.

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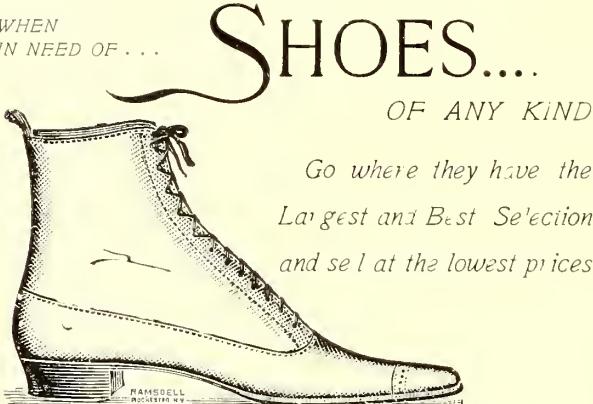
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## ❖ MISCELLANEOUS. ❖

---

MR. C.—James, is there any difference between feasting and fasting?

JAMES—Yes, sir.

MR. C.—What?

JAMES—Feasting means that they ate and fasting means that they didn't ate.

PROF. B.—Miss Rogers you may put that table on the board.

MISS R.—I can't.

PROF. B.—O yes, you can, Miss Rogers.

MISS R.—I think you had better get some body else to do it.

PROF. B.—Why, Miss Rogers, I'd rather have you than any body in the class.

MISS NIXON (describing the images seen in convex mirrors.)—The image appears to be inverted either anteriorily or posteriorily I can't tell which.

MCKINNEY—The earth still turns on its axle and performs its daily devotions as usual.

PRES. COOK—Do not say I am tempted of the devil for the devil is the self.

MR. CARSON (who has been reading.)—That is what I have down here.

PRES. COOK—I am glad to hear you have the devil down, Mr. Carson, keep him down.

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## ❖❖Shakesperian Incidents.❖❖



Ambitious Student-reading:—Julius Caesar.

CASSIUS:—“But, O grief,  
Where hast thou led me? I perhaps speak this  
Before a willing bondman; then I know  
My answer must be made, but I am arm'd,  
And dangers are to me indifferent.”

CASCA:—“You speak to Casca; and to such a man  
That is no sneering tell-tale. Hold my hand.”

DR. V—L—:—No, that is not right, read it, “Hold! my hand!” he would use the inflection you used under *for different* circumstances.

Mr. A-t-i-r-reading:—The Tempest.

MIRANDA:—“And here is my hand,  
With my heart in it; and now farewell  
Till half an hour hence.”

FERDINAND:—“A thousand thousand!”

DR. V—L—:—A thousand thousand what. Mr. A-t-i-r?

MR. A-T-I-R.—Half hours.

DR. V—L—:—A thousand thousand farewells, Mr. A-t-i-r. You probably have not had experience.

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Each County in the State is entitled to appoint two pupils, and each representative district is entitled to appoint, in addition, as many pupils as there are members of the General Assembly from that district.

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- b.* The classical course of four years.
- c.* The two years' course for graduates of accredited High Schools.

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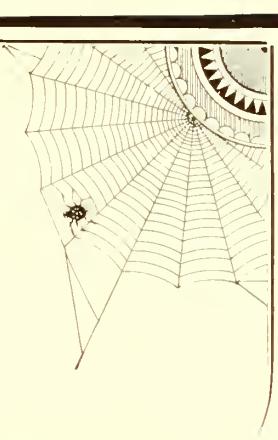
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## EXTRACTS.



February 24. (Beginning algebra class. Prof. F., illustrating the exasperating stupidity of three-fourths of the class by writing several mathematical absurdities on the board, to the truth of which all assented.)

PROF. F.—“You remind me of a class of Sunday school boys I heard of once. The teacher said: ‘You know you’re all miserable little sinners, don’t you?’ ‘Yes, sir,’ they answered, in chorus. ‘You know you all ought to be in hell.’ ‘Yes, sir,’ again. Now, this class is just like those boys—” (class begins to laugh and professor gets red in the face. Next morning the professor tries to explain what he meant)

February 28. Sleigh ride by members of the S— club. Two wagon-boxes full. Snow and mud well mixed. Horses trotted once—down hill. Three couples monopolized bottom of box. Rest of the company roosted on the edge. Law doesn’t like to hear about it. Some of the rest can’t remember the occurrence. One load went to Bloomington. Harness broke in front of city hall. They were cared for. F. ran off with H’s girl. H. went home at once on car.

June 4. Law returned from hunting a school and finds his seatmate at the table gone. Looks sad and dejected.

June 8. Law’s schoolmate returns, and though he smiles and smiles he is no villain.

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June 5. Hinckle and Hutchinson call at the same time. They glare cordially at each other; Hinckle wins.

Friday, June 5. Miss Shaeffer found in Miss Ela's room flirting with the stone-cutters. She says she was unconsciously swinging the curtain string and was thought by them to be flirting. When she discovered what she was doing, there was only time for a hurried good-bye.

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